



2007-08 Accountability Progress Reporting System

2008 Adequate Yearly Progress Report

Information Guide

August 2008

**Prepared by the
California Department of Education**

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<http://www.cde.ca.gov/ayp/>

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Preface

This information guide provides technical information about the 2008 Adequate Yearly Progress (AYP) and 2008-09 Program Improvement (PI) reports. The guide is intended for accountability coordinators at local educational agencies (LEAs) to use in administering their academic accountability programs to meet the requirements of the No Child Left Behind (NCLB) Act of 2001.

The California Department of Education (CDE) provides AYP and PI reports as part of its Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for state and federal accountability requirements and includes information about the state, LEAs, schools (including charter schools), and numerically significant subgroups:

2007-08 APR System

State Accountability Requirements (Public Schools Accountability Act of 1999)	Federal Accountability Requirements (No Child Left Behind Act of 2001)
<ul style="list-style-type: none"> ■ 2007 Base Academic Performance Index (API) Reports (release May 2008) ■ 2008 Growth API Reports (release September 2008) 	<ul style="list-style-type: none"> ■ 2008 AYP Reports (release September 2008) ■ 2008-09 PI Reports (release September 2008)

This guide is not intended to serve as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator's responsibilities in applying accountability requirements to an LEA or school. The guide should be used in conjunction with academic accountability information provided through the AYP Web page at <http://www.cde.ca.gov/ayp/> and from e-mail and correspondence disseminated by the CDE to accountability coordinators. For information about being included on the CDE accountability coordinators listing, contact the Academic Accountability Unit (AAU) at 916-319-0863 or by e-mail at aau@cde.ca.gov.

This guide is produced by the CDE's AAU and the Evaluation, Research, and Analysis (ERA) Unit in the Policy and Evaluation Division (PED). Questions about API or AYP calculations should be addressed to the AAU at the phone number or e-mail address listed above. Questions about NCLB, PI determinations, and AYP appeals should be addressed to the ERA Unit at 916-319-0869 or by e-mail at evaluation@cde.ca.gov.

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Key Changes to the 2008 AYP and 2008-09 PI Reports

■ AYP Targets Increase for 2008

The AYP targets for schools and LEAs increased for the 2008 AYP (changes in **bold**).

- The required percentage of students proficient or above for elementary schools, middle schools, and elementary school districts in English-language arts (ELA) is now **35.2**, in mathematics **37.0**.
- The required percentage of students proficient or above for high schools and high school districts in ELA is now **33.4**, in mathematics **32.2**.
- The required percentage of students proficient or above for unified school districts, high school districts, and county offices of education in ELA is now **34.0**, in mathematics **34.6**.
- To meet the API requirement for AYP purposes, an LEA or school must demonstrate a growth of at least one point or a minimum API score of at least **620**.
- To meet the graduation rate requirement, an LEA with high school students or a high school must demonstrate an improvement of at least 0.1 from the previous year's rate or an improvement in the rate of at least 0.2 in the average two-year rate or a minimum rate of at least **83.0**.

The AYP targets will continue to increase annually until 2014.

■ Accountability Workbook Revisions

Several revisions to California's Accountability Workbook have been requested for 2008, but have not been officially confirmed. **The proposed changes are listed below and are pending approval from the U.S. Department of Education (ED).** All changes would be effective for the 2008 AYP results and would not be retroactive to the 2007 AYP results:

Pair and Share Kindergarten and First Grade Schools

California testing begins in grade two. For schools with only kindergarten and/or grade one, the scores of the schools to which these students matriculate have been used in prior years for AYP determination. This is referred to as "pairing and sharing." Beginning with 2008 AYP, elementary schools with only kindergarten and/or grade one are assigned values derived solely from the second grade test

results of schools with which they are paired. For schools that do not supply pair and share data, the school district or county values are used.

LEA PI Identification Alternative Methods

When identifying LEAs for PI, the same alternative methods used in determining whether or not a school or an LEA has made AYP are also used when calculating AYP at the grade span level. These include:

- The application of safe harbor for both grade spans and numerically significant subgroups within grade spans.
- The use of a 99 percent confidence level in the overall AYP determination for grade spans with fewer than 100 valid scores, but not for numerically significant subgroups within grade spans with fewer than 100 valid scores.
- The use of two- or three-year averaging in determining whether or not a grade span or numerically significant subgroup within a grade span has met the participation rate or the percentage proficient or above criteria.

PI Status and Break in Title I Funding

A school or an LEA that is identified for PI but ceases to receive federal Title I, Part A, funds is not required to continue PI activities. However, it retains its former PI status up to three years, unless it makes AYP two consecutive years during the period without funding. If the school or LEA once again receives funds within the three year period and has not made AYP two consecutive years during the period without funding, it will be required to implement the same level of PI activities as the last year it received Title I, Part A, funds. More information with examples are provided on pages 70 through 72.

No Transitional Flexibility

For 2008, the ED has not granted California the interim flexibility to exercise the two-percent formula for schools and LEAs that did not make AYP solely because of assessment results for the Students with Disabilities (SWD) subgroup. This would have enabled California to adjust the percentage of SWD at or above the proficient level for SWD by 20 percent for those schools or LEAs. In 2007, California received this flexibility in the content area of mathematics. In 2008, the ED denied California's request for transitional flexibility in both ELA and mathematics because the ED had not granted "full approval" to the California assessment system.

Students Who Use Calculators on CAHSEE Mathematics

SWDs who used calculators on the mathematics portion of the California High School Exit Examination (CAHSEE), in accord with their individualized education programs (IEPs), are counted as participants in the 2008 AYP participation rate. In

addition, the students' scores are counted as proficient if the scale score was 388 or above for the February or March administration or was 385 or above for the May administration. These scale score levels are modified for 2008 AYP from the normal scale score cut point for the proficient level of 380 or above.

English Learners and Numerically Significant Subgroups

Reclassified Fluent-English-Proficient (RFEP) students who have not scored proficient or above on the California Standards Test (CST) in ELA three times since reclassification are included in determining whether or not the English learner (EL) subgroup met its annual proficiency goals. Beginning with 2008 AYP, these students are also included in determining whether the EL subgroup is numerically significant.

■ California Modified Assessment

The California Modified Assessment (CMA) was administered to SWDs in grades three through five in 2008 for the first time. The State Board of Education (SBE) is scheduled to adopt performance levels for the CMA in January 2009. Accordingly, CMA results were not available in time for reporting the 2008 AYP in September 2008.

For 2008 AYP, students who took the CMA are counted as participants but are not included in percent proficient calculations. It is anticipated that CMA results for grades three through five will be included in the 2009 AYP participation rate and percent proficient. As with the California Alternate Performance Assessment (CAPA) results in AYP reporting, the performance level the student receives on the CMA (advanced, proficient, basic, below basic, or far below basic) will be the level that is included in the AYP calculations. The same calculation rules used for the CST also will apply to the CMA.

What is AYP?

AYP is a series of annual academic performance goals established for each school, LEA, and the state as a whole. Schools, LEAs, and the state are determined to have met AYP if they meet or exceed each year's goals (AYP targets and criteria).

No Child Left Behind Act

AYP is required under Title I of the federal NCLB Act of 2001. States commit to the goals of NCLB by participating in Title I, a program under NCLB that provides funding to help educate low-income children. The primary goal of Title I is for all students to be proficient in ELA and mathematics, as determined by state assessments, by 2014.

■ Title I

Schools, LEAs, and the state must meet all AYP criteria in order to meet federal NCLB accountability requirements. Currently, the consequences of not meeting AYP criteria apply only to those schools and LEAs that receive federal Title I, Part A, funds. Schools and LEAs that receive Title I, Part A, funds face NCLB PI requirements if they do not meet AYP criteria.

PI is a formal designation for Title I-funded schools and LEAs. A Title I school or LEA is identified for PI if it does not meet AYP criteria for two consecutive years within specific areas. If a school or LEA is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI. A school or an LEA is eligible to exit PI if it makes AYP for two consecutive years.

The NCLB Act contains four education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents or guardians, and an emphasis on scientifically-based effective teaching methods. This information guide describes California's implementation of the first principle under Title I of the NCLB. More information about NCLB is located on the ED's Web site at <http://www.nclb.gov> and on the CDE's NCLB Web page at <http://www.cde.ca.gov/nclb/>.

■ Title III

Title III of the NCLB Act provides supplemental funding to LEAs to implement programs designed to help ELs and immigrant students attain English proficiency and meet the state's academic and content standards. Title III requires that each state:

- Establish English language proficiency standards

- Conduct an annual assessment of English language proficiency
- Define two annual measurable achievement objectives (AMAOs) for increasing the percentage of EL students' developing and attaining English proficiency
- Include a third AMAO relating to meeting AYP for the EL subgroup at the LEA level
- Hold LEAs accountable for meeting the three AMAOs (NCLB Section 3122)

This guide does not contain specific information about NCLB Title III accountability. More information about Title III accountability requirements under NCLB is located on the Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/>.

California's Accountability Workbook

The importance of stronger accountability was emphasized by the federal requirement for states to complete an Accountability Workbook as the first component of its Consolidated State Application. California's workbook describes its plan for complying with the assessment and accountability requirements of NCLB. The development and continued maintenance of the workbook is based upon a series of action items adopted by the SBE and approved by the ED.

Each year since 2003, the SBE has approved and submitted a package of workbook amendments to the ED. Following a period of negotiation, the ED has approved an amended Accountability Workbook for California each year. Several revisions to California's Accountability Workbook have been requested for 2008, but have not been officially confirmed. Information in this information guide reflects the requested amendments. A copy of the amended workbook is available on the Accountability Workbook Web page at <http://www.cde.ca.gov/nclb/sr/sa/wb.asp>.

California's Definition of AYP

Under California's criteria for NCLB, schools and LEAs are required to meet or exceed requirements within each of the following four areas in order to make AYP annually:

- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient—Annual Measurable Objectives (AMOs)
- Requirement 3: API as an Additional Indicator
- Requirement 4: Graduation Rate

If a school or an LEA misses one or more requirement, it does not make AYP and may be identified for PI. The "AYP Criteria" section describes the specifics for each of the four requirements.

Sources of Data Used in AYP Calculations

The information that forms the basis for AYP participation rate and percent proficient calculations (Requirements 1 and 2) comes from assessment results of the Standardized Testing and Reporting (STAR) Program and the CAHSEE. More information about these testing programs is located on the Testing and Accountability Web page at <http://www.cde.ca.gov/ta/>. NCLB mandates that all students tested on statewide assessments in ELA and mathematics perform at the proficient level or above on these assessments by 2014. The following chart shows the assessment results that were used in 2008 AYP calculations.

Assessment Results Used in 2008 AYP Calculations

Standardized Testing and Reporting (STAR) Program
California Standards Tests (CSTs) <ul style="list-style-type: none"> California English-Language Arts Standards Test (CST in ELA) Grades two through eight, including a writing assessment in grades four and seven California Mathematics Standards Test (CST in mathematics) Grades two through seven and the following course-specific tests for grade eight: <ul style="list-style-type: none"> General mathematics Algebra I Geometry Algebra II Integrated mathematics 1, 2, or 3 Students in grade seven may take the Algebra I test if they completed an Algebra I course.
California Alternate Performance Assessment (CAPA) <ul style="list-style-type: none"> English-language arts and mathematics Grades two through eight and ten
California High School Exit Examination (CAHSEE)
CAHSEE (administered in February and March and May for make-ups) <ul style="list-style-type: none"> English-language arts, including a writing assessment, and mathematics Grade ten

Requirement 3 uses the API as an additional indicator of AYP. For Requirement 3, the 2007 Base and 2008 Growth API results of a school, an LEA, and the state are used as the basis for meeting this indicator for the 2008 AYP. The API is the cornerstone of the state's academic accountability requirements. It measures the performance and growth of schools based upon results of statewide tests at grades two through twelve. More information about the API and the assessments included in the API is located on the API Web page at <http://www.cde.ca.gov/api/>.

For Requirement 4, high school graduates and four years of dropout data are used for the AYP indicator. The 2007 graduates and grade twelve dropouts come from student level data collected through the Annual Statewide Student Identifier (SSID)

Maintenance. Information on grades nine through eleven comes from aggregate level data of the California Basic Educational Data System (CBEDS). More information about the sources of these data is located on the Student Demographics Web page at <http://www.cde.ca.gov/ds/sd/>.

Considerations Regarding Assessment Results

Special considerations or adjustments are made in AYP calculations for statewide assessment results of students who take the tests using varied test administrations or who take the tests based on alternate standards.

■ Variations, Accommodations, and Modifications

Students who take exams in the STAR Program and CAHSEE may be provided certain test variations, accommodations, and/or modifications. A description of these varied test administrations are provided in the "Matrix of Test Variations, Accommodations and Modifications" located on the STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>. Test administration variations and accommodations do not result in changes to AYP calculations. Modifications, however, do result in changes. Scores for students tested with modifications are not counted in AYP calculations, with one exception. If the student used a calculator on the mathematics portion of the CAHSEE, the student's results are counted as tested and are considered in percent proficient determinations. Changes due to modifications are made to accountability reporting only and do not affect the individual student's score report. The student receives an individual score report with his or her actual score.

Students Who Use Calculators on CAHSEE Mathematics

For 2008 AYP, pending official approval by the ED, the CDE will count as participants those SWDs who used calculators on the mathematics portion of the CAHSEE in accordance with their IEPs. The students' scores will be counted as proficient if the scale score was 388 or above for the February or March administration or was 385 or above for the May administration.

■ CAPA in AYP

In response to federal requirements of the Individuals with Disabilities Education Act (IDEA), Amendments of 1997, and the NCLB, California developed the CAPA, an alternate assessment for students with significant cognitive disabilities who cannot participate in the general STAR Program assessments, even with accommodations or modifications. A student's IEP specifies whether the student should take the CAPA. Students taking the CAPA work toward achieving selected state academic standards using alternate achievement standards to measure their progress.

The alternate assessment population is made up of a relatively small number of students with significant cognitive disabilities. In California, less than one percent of the total number of students statewide take the CAPA. Since examiners may adapt the CAPA based on students' instruction mode, accommodations and modifications do not apply to the CAPA. Further information is located on the CAPA Web page at <http://www.cde.ca.gov/ta/tg/sr/capa.asp>.

For AYP reporting, the CAPA performance level the student receives (advanced, proficient, basic, below basic, or far below basic) is the level that is included in the AYP calculations. The CAPA is not treated as a separate test for accountability, because the CAPA is an “alternate” to the CSTs. The same basic calculation rules used for the CST also apply to the CAPA in AYP calculations.

■ CMA

In April 2007, the ED enacted regulations for an alternate assessment based on modified achievement standards. The CDE, in response to the federal regulations, developed the CMA, an alternate assessment of the California content standards based on modified achievement standards for students with an IEP who meet the SBE adopted eligibility criteria. The purpose of the CMA is to allow students to demonstrate achievement of the content standards in ELA, mathematics, and science. The CMA was field tested in 2007 and administered statewide in 2008 in grades three through five in ELA and mathematics and grade five in science. For 2008, a student with an IEP in grades three, four, or five could take the CMA in one or more content areas instead of the CST for the same content area. It is up to the IEP team to determine participation in the CMA. Students who do not have an IEP may not take the CMA. Students may take the CMA with accommodations if identified in the student's IEP. Further information is located on the CMA Web page at <http://www.cde.ca.gov/ta/tg/sr/cmastar.asp>.

The SBE is scheduled to adopt performance levels for the CMA in January 2009. Accordingly, CMA results were not available in time for reporting the 2008 AYP results in September 2008.

CMA results for grades three through five will be included next year in the 2009 AYP. As with CAPA results in AYP reporting, the performance level the student receives on the CMA (advanced, proficient, basic, below basic, or far below basic) will be the level that is included in the AYP calculations. The same basic calculation rules used for the CST also will apply to the CMA.

What is Included in AYP Reports?

The AYP reports provide federal accountability information about schools, LEAs, and the state. These reports are accessed on the AYP Web page at <http://www.cde.ca.gov/ayp/>. This section describes the types of information included in AYP reports.

County and LEA Lists of Schools

The County List of Schools and LEA List of Schools provide summaries of selected AYP information for each school and LEA. The reports for 2008 have the same basic structure as the prior year reports. Both the County and LEA Lists of Schools contain the following information about each school or LEA:

- Whether 2008 AYP criteria were met for:
 - All components
 - ELA Participation Rate and AMO
 - Mathematics Participation Rate and AMO
 - API indicator
 - Graduation Rate indicator
- PI Status of the school or LEA

School and LEA Reports

The school and LEA reports for 2008 have the same basic structure as the prior year reports. The navigation bar across the top of the page allows users to easily move between results for the state API, federal AYP, and federal PI requirements. The selection bar at the top right side of the reports allows users to navigate different sections of the reports.

The school and LEA reports are divided into five sections described below. The Summary Report is accessed through the navigation bar (across top of page), and the remaining sections are accessed through the selection bar (top right of page).

- The Summary Report contains the key state and federal overall results for 2007-08 that are provided in the List of Schools reports. For AYP, information on both participation rate and percent proficient is provided within each content area.
- The AYP section on the navigation bar contains an Overview, Chart, and Report. The first link is to the Overview. The AYP Overview contains data showing whether the school or LEA met all AYP criteria and criteria in each of four AYP

areas (participation rate, percent proficient, API as additional indicator, and graduation rate). Participation rate and percent proficient results for subgroups are also provided.

- The AYP Chart contains the percent proficient results for the school overall and for all subgroups in a bar chart format.
- The AYP Report provides detailed results for each of the four areas (participation rate, percent proficient, API as additional indicator, and graduation rate).
- The PI section contains a PI Status report, which shows the PI status of an LEA or school. Additionally, LEAs receive PI Status and Grade Span reports that show whether each grade span (two to five, six to eight, and ten) met AYP criteria in ELA and mathematics for 2007 and 2008. These reports are provided to determine whether the LEA is identified for PI.

Statewide Data Files

The data files of statewide AYP and PI results are provided in both DBF and ASCII text formats and are downloadable from the AYP Data Files Web page at <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>. Record layout, data definitions, and download instructions are also provided on this Web page.

Accountability Reporting Timeline

August 2008	<p>The <i>2008 Adequate Yearly Progress Report Information Guide</i> is released on the AYP Web page at http://www.cde.ca.gov/aypl/.</p> <p>The data review process for LEAs to examine CAHSEE data occurs. LEAs can make changes to demographic data during August and October.</p> <p>New Accountability Coordinator Webcast and trainings occur.</p>
September 2008	<p>The 2008 Growth API, 2008 AYP, 2008-09 PI, and Title III Accountability reports are released September 4 on the APR Web page at http://www.cde.ca.gov/apr/.</p> <p>The data review process for LEAs to examine STAR Program data begins. LEAs can make changes to demographic data through the test contractor during September through October.</p> <p>The appeals deadline for the 2008 AYP results is September 18.</p>
October 2008	<p>LEAs must notify AAU and the test contractor if they will have STAR Program or CAHSEE demographic data changes.</p> <p>Updated 2008 Growth API, 2008 AYP, 2008-09 PI, and Title III Accountability reports are released. These updated reports will incorporate STAR Program data changes for late-testing LEAs; CAHSEE data corrections made in August; AYP appeal and exception decisions; and CAPA reallocations related to the 1.0 percent cap for LEAs for AYP.</p>
January 2009	<p>The SBE is scheduled to determine performance levels for the CMA, grades three through five.</p>
February 2009	<p>Updated 2008 Growth API, 2008 AYP, 2008-09 PI, and Title III Accountability reports are released on the APR Web page. These reports will reflect data corrections made through the test contractor.</p>
April 2009	<p>The <i>2008-09 Academic Performance Index Reports Information Guide</i> is posted on the API Web page at http://www.cde.ca.gov/api/.</p> <p>A to Z API Webcast and trainings occur.</p>

The 2008 Base API reports are released on the APR Web page at <http://www.cde.ca.gov/apr/>. These reports will include the 2008 Base API, growth targets, subgroup data, demographic data, statewide ranks, similar schools ranks, and school content area weights. These reports will also include results of the CMA for grades three through five in ELA and mathematics and grade five in science.

For more information about API and AYP reports, trainings, data review, and corrections processes, contact the AAU at 916-319-0863 or by e-mail at aau@cde.ca.gov.

For more information about PI reports and AYP appeals, contact the ERA Unit at 916-319-0875 or by e-mail at evaluation@cde.ca.gov.

For more information about Title III Accountability reports, contact the ERA Unit at 916-319-0875 or by e-mail at amao@cde.ca.gov.

Who Receives an AYP Report?

Schools and LEAs Receive an AYP Report

All schools, LEAs, and the state receive an AYP report. Schools and LEAs that receive federal Title I, Part A, funds receive a PI status. An LEA, for AYP reporting, is defined as a school district or a county office of education (COE).

A school must have a county-district-school (CDS) code, and an LEA must have a county-district (CD) code at the time of testing to receive a report. Information about CDS code assignments is located on the Schools and Districts Web page at <http://www.cde.ca.gov/ds/si/ds/>.

The state's *California Code of Regulations* and *California Education Code (EC)* specify what constitutes a valid API for state accountability. A school or an LEA with an invalid Growth API does not meet the API as an additional indicator criteria (Requirement 3) under AYP, and the school or LEA would not make AYP.

Charter Schools

Charter schools that are part of an LEA (locally funded charter schools) and charters that are their own LEA (direct funded charter schools) are subject to the same AYP requirements of the NCLB Act of 2001 that apply to all public schools. If the charter school receives Title I, Part A, funds, the PI accountability provisions under Section 1116 of Title I, Part A, also apply.

Although a direct funded charter school is considered to be its own LEA (*EC* Section 47636(a)(1)), the school is treated as a school for Title I purposes and receives the school report only. In addition, a direct funded charter school is subject to the PI provisions that apply to schools and not LEAs.

A direct funded charter school with no valid test scores for assessments used in AYP calculations is assigned the percent proficient results of its authorizing charter agency. If results of the authorizing agency are absent, results of the county as a whole are used.

A direct funded comprehensive charter high school that does not have appropriate graduate data for calculating a standard 2008 graduation rate (e.g., a first-year school) receives a proxy graduation rate, calculated from its CBEDS dropout and enrollment data.

A direct funded charter high school with a primary mission of returning students to a regular classroom in a comprehensive high school (e.g., a charter continuation high school) is assigned the graduation rate of its authorizing charter agency. If results of the authorizing agency are absent, results of the county as a whole are used.

AYP results from direct funded charter schools will not be counted in the AYP results of the sponsoring school district or COE. The CAPA 1.0 percent cap applies to LEAs, including direct funded charter schools.

Subgroups

AMO and participation rate criteria (Requirements 1 and 2) must be met in each content area (ELA and mathematics) at the school, LEA, and state levels and by each numerically significant subgroup at each of those levels. Reporting occurs for subgroups with at least 11 students enrolled on the first day of testing or 11 valid scores, but schools and LEAs are held accountable only for numerically significant subgroups.

Definitions of Subgroups Used in AYP

Terms	Definitions
A subgroup is "numerically significant" for AYP if it has:	<p>Participation Rate</p> <ul style="list-style-type: none"> 100 or more students enrolled on the first day of testing - OR - 50 or more students enrolled on the first day of testing who make up at least 15 percent of the total population <p>Percent Proficient - AMOs</p> <ul style="list-style-type: none"> 100 or more students with valid scores - OR - 50 or more students with valid scores who make up at least 15 percent of the total valid scores <p>Note: A school or an LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator for AYP purposes.</p>
Subgroups used in API calculations include:	<ul style="list-style-type: none"> African American or Black (not of Hispanic origin) American Indian or Alaska Native Asian Filipino Hispanic or Latino Pacific Islander White (not of Hispanic origin) Socioeconomically Disadvantaged English Learners Students with Disabilities
"Socioeconomically Disadvantaged" is defined as:	<ul style="list-style-type: none"> A student neither of whose parents have received a high school diploma - OR - A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)

Definitions of Subgroups Used in AYP (continued)

Terms	Definitions
"English Learners" are defined as:	<ul style="list-style-type: none"> • ELs, students who are identified as EL based on results of the California English Language Development Test (CELDT) - OR - • RFEP students who have not scored at the proficient level or above on the CST in ELA three times after being reclassified. Pending official approval by the ED, these students WILL BE counted in determining numerical significance for the EL subgroup.
"Students with Disabilities (SWDs)" are defined as:	<ul style="list-style-type: none"> • Students who receive special education services and have a valid disability code - OR - • Students who were previously identified as special education but who are no longer receiving special education services for two years after exiting special education. These students ARE NOT counted in determining numerical significance for the SWD subgroup.

Reclassified Fluent-English-Proficient

In calculating AYP for the EL subgroup for a school or an LEA, RFEP students who have not scored proficient or above on the CST in ELA three times since reclassification are included in calculating the participation rate and AMOs for the EL subgroup. New in 2008, pending official approval by the ED, these RFEP students will also be counted when determining whether the EL subgroup meets the minimum subgroup size to be numerically significant.

For AYP calculations, RFEP student records that are blank in the section that indicates whether or not the student scored at the proficient or above level on the CST in ELA three times default to a "yes." This means that an RFEP student with a blank in that data field does not count in the EL subgroup.

English Learners First Enrolled in U.S. Schools

The results of ELs who were first enrolled in U.S. schools for less than a year before testing are not included in the count of valid scores or in the count of proficient or above. The definition of "the year English learners are first enrolled in U.S. schools" for 2008 AYP compares the date first enrolled to the date when most students have yet to start STAR Program testing, which was determined to be March 15, 2008. Any EL with an enrolled date after March 15, 2007, is considered as enrolled in a U.S. school less than a year before STAR Program or CAHSEE testing and is not included in the count of valid scores or the count of proficient or above. (These students, however, are included in the AYP participation rate.)

Students with Disabilities

The CDE includes in the SWD subgroup the scores of students who were previously identified under Section 602(3) of the IDEA but who are no longer receiving special education services for two years after exiting these services. Any student record with a special education exit date after March 15, 2006, is considered to have received special education services within the past two years and is included in the SWD subgroup. These students, however, are not counted when determining whether the SWD subgroup meets the minimum group size to be numerically significant. This rule matches the rule used in API calculations.

All students that take the CAPA or CMA are considered as receiving special education services, even if the disability code is blank.

AYP Criteria

This section describes the details of AYP criteria for California. Schools and LEAs are required to meet or exceed criteria annually in the following four areas in order to make AYP:

- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient—AMOs
- Requirement 3: API as an Additional Indicator
- Requirement 4: Graduation Rate

Requirements 1 and 2 apply at the school, LEA, and subgroup levels. Requirements 3 and 4 apply only at the school and LEA levels.

If a school, an LEA, or a subgroup misses any one criterion of AYP, the school or LEA does not make AYP and could be identified for PI. Potentially, a school or an LEA may have up to 46 different criteria to meet in order to make AYP.

Requirements may be applied using **standard criteria** or **small school/LEA/subgroup criteria**. Standard criteria were established for schools, LEAs, or subgroups with sufficient numbers of test results or data. Small school/LEA/subgroup criteria using alternative methods are for schools, LEAs, or subgroups with small numbers of test results or data.

AYP Targets Increase for 2008

The AYP targets for schools and LEAs increased for the 2008 AYP (changes in **bold**).

- The required percentage of students proficient or above for elementary schools, middle schools and elementary school districts in ELA is now **35.2**, in mathematics **37.0**.
- The required percentage of students proficient or above for high schools and high school districts in ELA is now **33.4**, in mathematics **32.2**.
- The required percentage of students proficient or above for unified school districts, high school districts, and COEs in ELA is now **34.0**, in mathematics **34.6**.
- To meet the Academic Performance Index (API) requirement for AYP purposes, a school or an LEA must demonstrate a growth of at least one point or a minimum API score of at least **620**.
- To meet the graduation rate requirement, a high school or an LEA with high school students must demonstrate an improvement of at least 0.1 from the

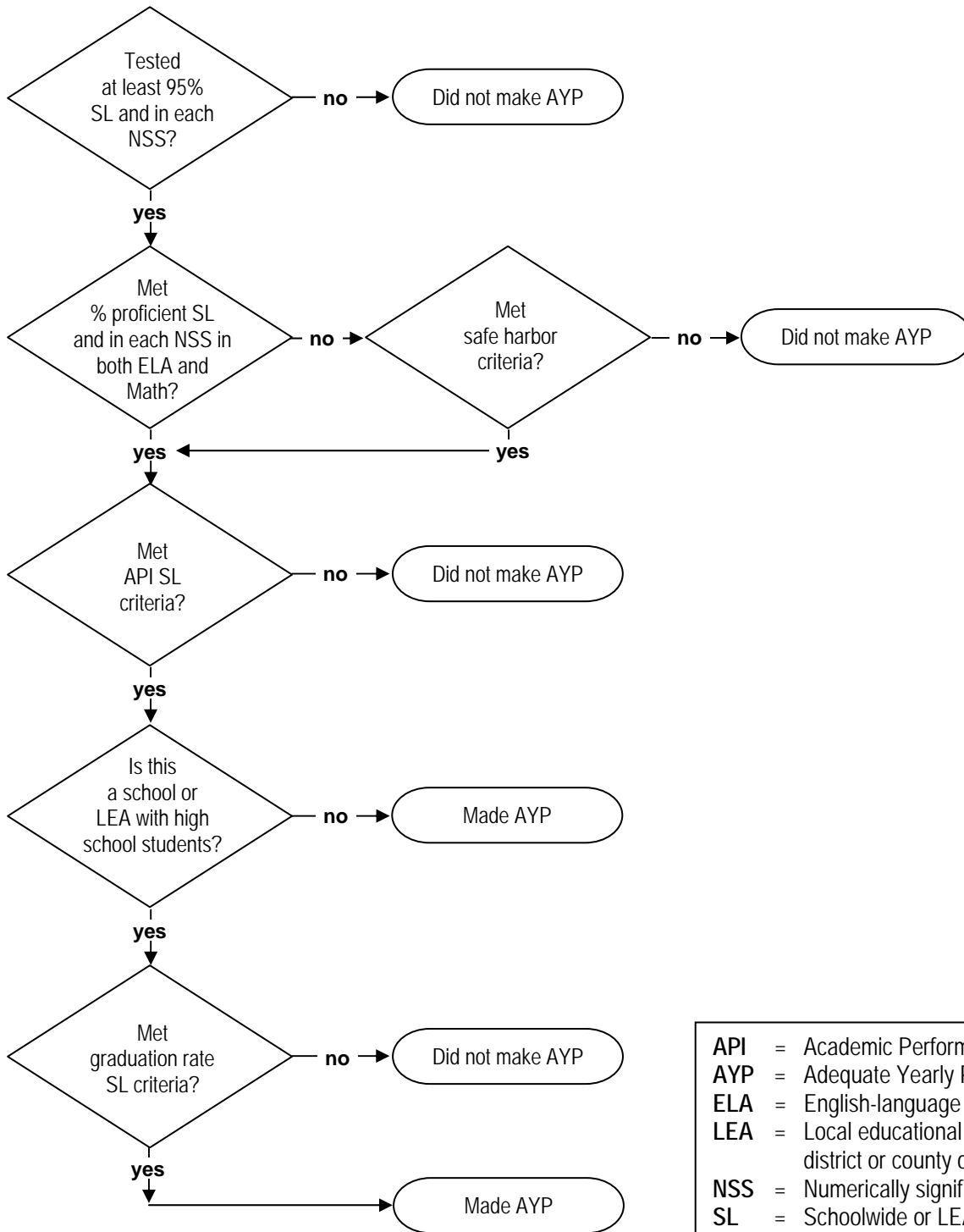
previous year's rate or an improvement in the rate of at least 0.2 in the average two-year rate or a minimum rate of at least **83.0**.

The AYP targets will continue to increase annually until 2014, as shown in the charts on pages 22 through 24.

2008 AYP Criteria Flowchart

This chart illustrates the process of determining whether a school or an LEA makes AYP.

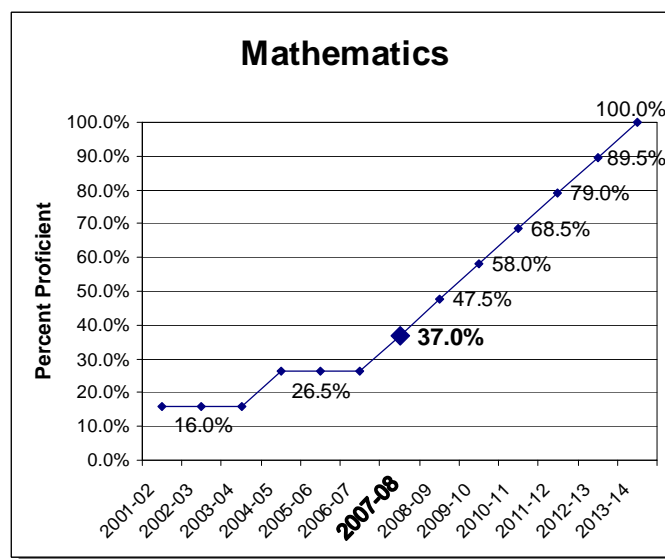
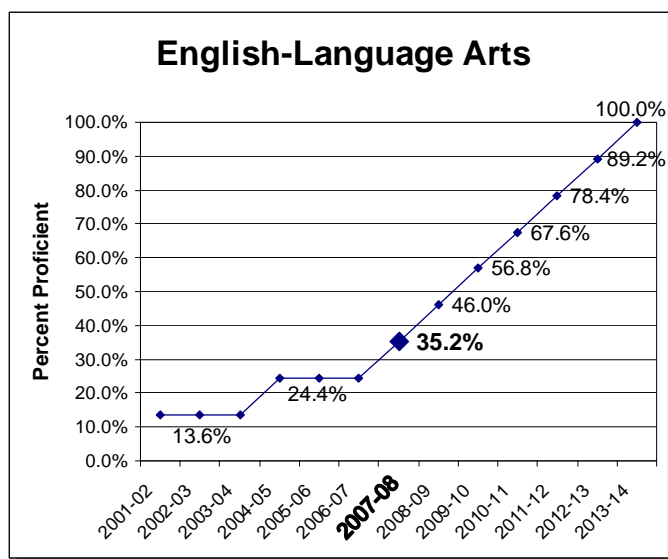
School or LEA



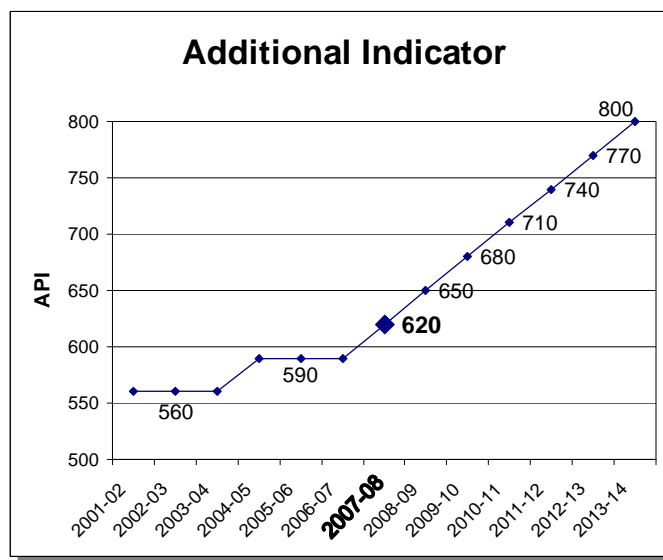
AYP Targets, 2002-2014

Elementary Schools, Middle Schools, and Elementary School Districts

- Participation Rate – 95 percent (schoolwide/LEA-wide and subgroups)
- Percent Proficient – AMOs (schoolwide/LEA-wide and subgroups)



- Additional Indicator – Growth in the API of at least one point OR a minimum API score (schoolwide/LEA-wide)



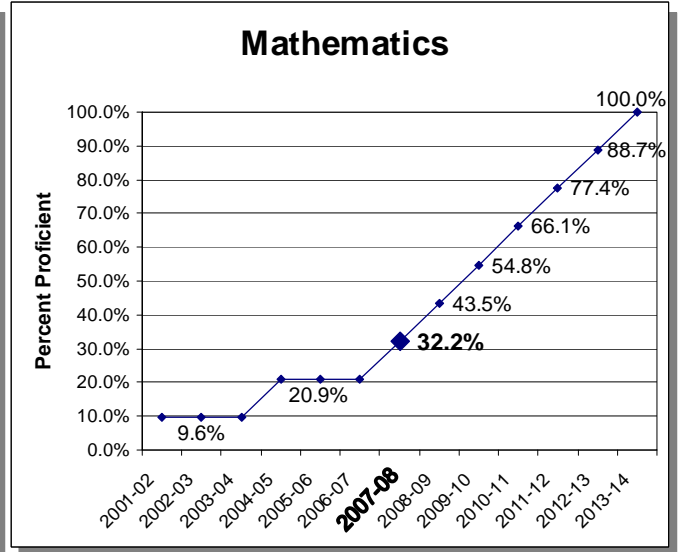
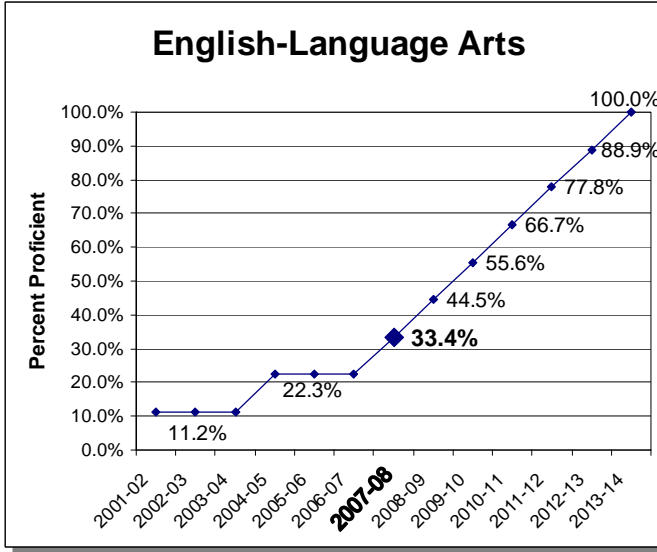
Note: AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly-qualified teacher is in every classroom).

AYP Targets, 2002-2014

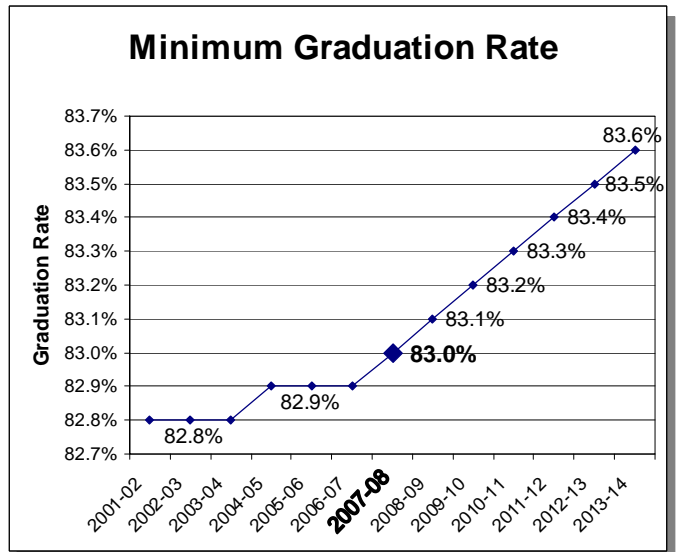
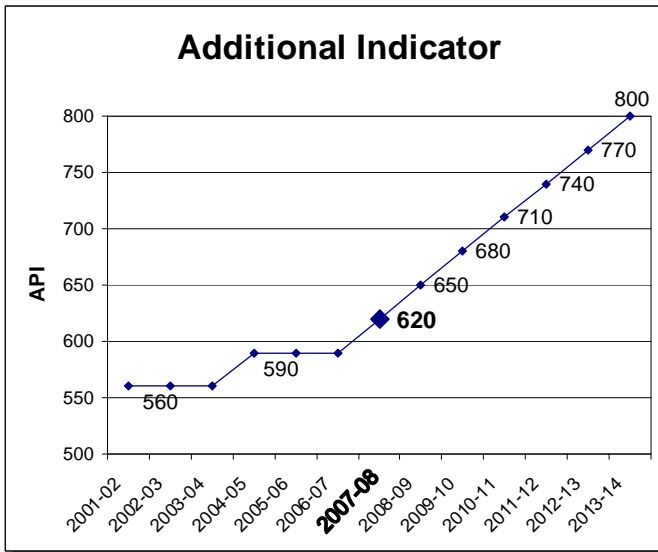
High Schools and High School Districts

(with students in any of grades nine through twelve)

- Participation Rate – 95 percent (schoolwide/LEA-wide and subgroups)
- Percent Proficient – AMOs (schoolwide/LEA-wide and subgroups)



- Additional Indicator – Growth in the API of at least one point OR a minimum API score (schoolwide/LEA-wide)
- Minimum graduation rate OR improvement of at least 0.1 from the previous year's rate OR improvement in the rate of at least 0.2 in the average two-year rate (schoolwide/LEA-wide)



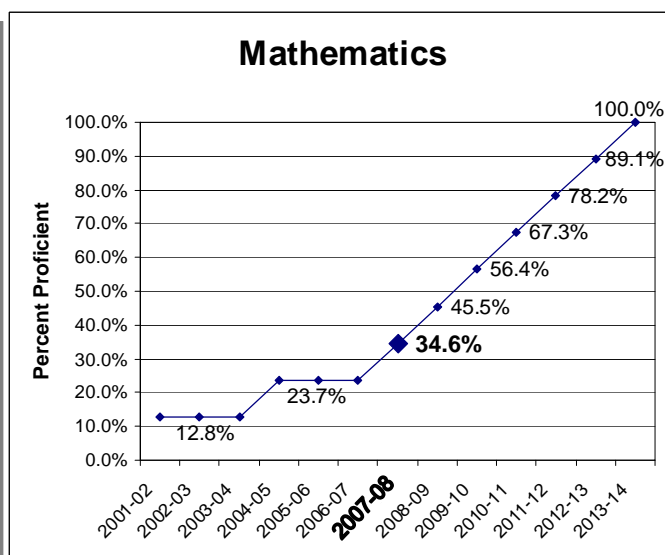
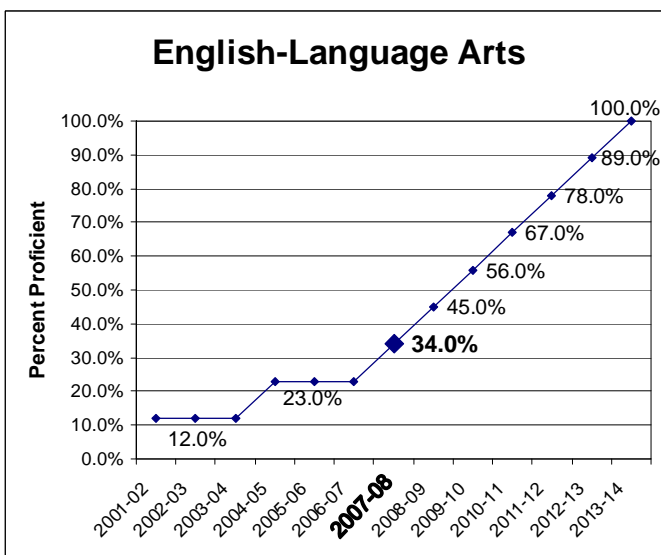
Note: AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly-qualified teacher is in every classroom).

AYP Targets, 2002-2014

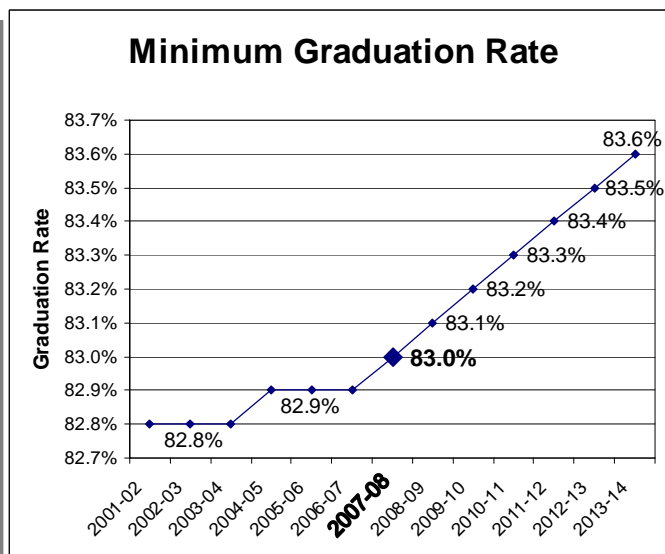
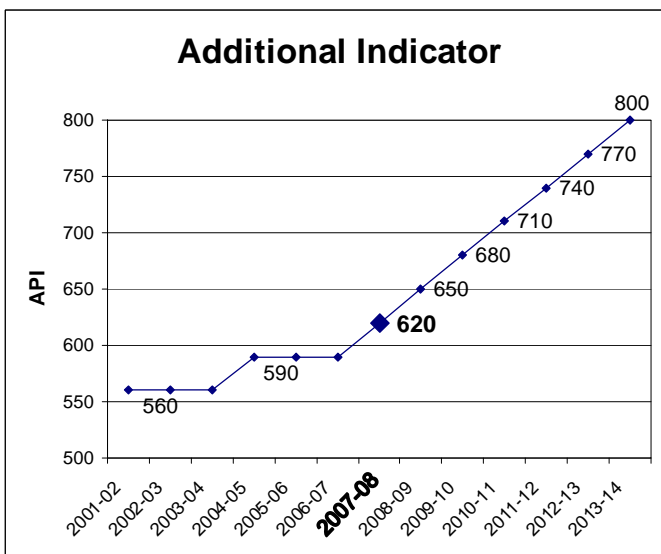
Unified School Districts, High School Districts, and County Offices of Education (COEs)

(with students in any of grades two through eight and nine through twelve)

- Participation Rate – 95 percent (schoolwide/LEA-wide and subgroups)
- Percent Proficient – AMOs (schoolwide/LEA-wide and subgroups)



- Additional Indicator – Growth in the API of at least one point OR a minimum API score (schoolwide/LEA-wide)
- Minimum graduation rate OR improvement of at least 0.1 from the previous year's rate OR improvement in the rate of at least 0.2 in the average two-year rate (schoolwide/LEA-wide)



Note: AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly-qualified teacher is in every classroom).

2008 Criteria Summary

The following two tables summarize the AYP criteria for 2008. The first table displays the standard criteria for most schools, and the second table displays the criteria for a small school, LEA, or subgroup.

2008 AYP Targets, Standard Criteria

These criteria apply to schools, LEAs, and numerically significant subgroups that have at least 100 students enrolled on the first day of testing and/or at least 100 valid scores.

Subgroups are excluded from Requirements 3 and 4.

Type of School or LEA	Requirement 1: Participation Rate	Requirement 2: Percent Proficient - AMOs	Requirement 3: API as an Additional Indicator	Requirement 4: Graduation Rate
<ul style="list-style-type: none"> Elementary Schools Middle Schools Elementary School Districts 	ELA: 95% Math: 95% (rounded to nearest whole number)	ELA: 35.2% Math: 37.0%	620 API or 1 point growth	N/A
<ul style="list-style-type: none"> High Schools High School Districts (with students in any of grades 9–12)	ELA: 95% Math: 95% (rounded to nearest whole number)	ELA: 33.4% Math: 32.2%	620 API or 1 point growth	Meet at least one: <ul style="list-style-type: none"> 83.0% 0.1% one-year change 0.2% two-year average change
<ul style="list-style-type: none"> Unified School Districts High School Districts County Offices of Education (with students in any of grades 2–8 and 9–12)	ELA: 95% Math: 95% (rounded to nearest whole number)	ELA: 34.0% Math: 34.6%	620 API or 1 point growth	Meet at least one: <ul style="list-style-type: none"> 83.0% 0.1% one-year change 0.2% two-year average change

Note: Not all schools contain grades or results for each AYP requirement, and alternative methods are applied in some cases to ensure that all schools and LEAs receive an AYP report. These methods and codes are described in the "Alternative Methods" section on pages 41 through 43.

2008 AYP Targets, Small School/LEA/Subgroup Criteria

These criteria apply to schools, LEAs, and numerically significant subgroups that have fewer than 100 students enrolled on the first day of testing and/or fewer than 100 valid scores. To be considered numerically significant under Requirement 2, the subgroup must be in a school or an LEA that has at least 100 valid scores. If not, none of the subgroups are considered numerically significant, and Requirement 2 would not apply. Subgroups are excluded from Requirements 3 and 4.

Size of School, LEA, or Subgroup	Requirement 1: Participation Rate	Requirement 2: Percent Proficient - AMOs	Requirement 3: API as an Additional Indicator	Requirement 4: Graduation Rate
51–99 students	ELA: 95% Math: 95% (rounded up to nearest whole number)	For a school or an LEA: Confidence Interval Adjusted AMO Table (see page 31) For a numerically significant subgroup: Standard Criteria (see table on page 29)	620 API or 1 point growth	Meet at least one: <ul style="list-style-type: none"> • 83.0% • 0.1% one-year change • 0.2% two-year average change
50 students	Must test at least 47 students	For a school or an LEA: Confidence Interval Adjusted AMO Table (see page 31) For a numerically significant subgroup: Standard Criteria (see table on page 29)	620 API or 1 point growth	Meet at least one: <ul style="list-style-type: none"> • 83.0% • 0.1% one-year change • 0.2% two-year average change
11–49 students	N/A	For a school or an LEA: Confidence Interval Adjusted AMO Table (see page 31) For a numerically significant subgroup: N/A	620 API or 1 point growth	Meet at least one: <ul style="list-style-type: none"> • 83.0% • 0.1% one-year change • 0.2% two-year average change
Fewer than 11 students	N/A	For a school or an LEA: Confidence Interval Adjusted AMO Table (see page 31) For a numerically significant subgroup: N/A	Confidence Interval Adjusted API Table (see page 34)	Meet at least one: <ul style="list-style-type: none"> • 83.0% • 0.1% one-year change • 0.2% two-year average change

Note: Not all schools contain grades or results for each AYP requirement, and alternative methods are applied in some cases to ensure that all schools and LEAs receive an AYP report. These methods and codes are described in the "Alternative Methods" section on pages 41 through 43.

2008 Criteria Details

The specific details of Requirements 1 through 4 are described under the next four bulleted items.

■ Requirement 1: Participation Rate

NCLB requires a 95 percent participation rate in the percentage of students taking statewide assessments in order to make AYP. This requirement is applied separately for schools, LEAs, and numerically significant subgroups for each content area (ELA and mathematics).

Standard Criteria

A participation rate of 95 percent, rounded to the nearest whole number, is required of a school, an LEA, or a numerically significant subgroup with 100 or more students enrolled on the first day of testing.

Small School/LEA/Subgroup Criteria

For small schools, LEAs, and subgroups, alternative criteria are applied. If the school or LEA has 49 or fewer students enrolled on the first day of testing, the participation rate requirement does not apply. If the school, LEA, or subgroup has 50 students enrolled on the first day of testing, at least 47 students must be tested to meet the participation rate criterion. If the school, LEA, or subgroup has between 51 to 99 students enrolled on the first day of testing, the participation rate requirement is 95 percent, rounded up to the nearest whole number.

Exclusions

Students who are absent from testing due to a significant medical emergency are excluded from the participation rate. (Student records marked as “not tested due to significant medical emergency” will not be counted for or against the school or LEA in the participation rate.)

ELs during their first year of enrollment in U.S. schools are included in the participation rate.

Subgroups

If the school or LEA has 100 or more students enrolled on the first day of testing, the participation rate is calculated for subgroups that are numerically significant. A numerically significant subgroup for participation rate calculations is defined as having 100 or more students enrolled on the first day of testing or 50 or more students enrolled on the first day of testing who make up at least 15 percent of the total student population. If the school or LEA has fewer than 100 students enrolled on the first day of testing, none of the subgroups are considered

numerically significant.

Alternative Methods

Schools where LEA data are used to determine the percent proficient or above level (i.e., use of pair and share alternative method) do not have a participation rate calculation.

A two-year and a three-year average participation rate will be considered for schools, LEAs, and numerically significant subgroups that have not met the 2008 participation rate criteria using a one-year formula. Averages are determined by aggregating enrollments over two or three years. First, the one-year participation rate is calculated. This is the only rate that is printed on all reports. If a school, an LEA, or a subgroup does not meet the minimum 95 percent participation rate using the one-year rate calculation, the two-year participation rate is calculated. If the school, LEA, or subgroup does not meet the minimum 95 percent participation rate using the two-year rate calculation, the three-year participation rate is calculated. If a school, an LEA, or a subgroup meets the participation rate through a two- or three-year average, that methodology will be noted in the "Alternative Method" column on the report.

■ Requirement 2: Percent Proficient – AMOs

NCLB mandates that all students perform at the proficient or above level on state assessments in ELA and mathematics by 2014. California's AMOs are the minimum percentages of students who are required to meet or exceed the proficient level on the state assessments used for AYP. The AMOs will continue to rise every year so that by 2014, 100 percent of students in all schools, LEAs, and numerically significant subgroups must score at the proficient or above level.

Standard Criteria

The table on the following page shows California's 2008 percent proficient standard criteria for schools or LEAs with at least 100 valid test scores or for numerically significant subgroups that have at least 50 students with valid scores. It is important to note that the percent proficient criteria for schools in a unified school district differ from the school district's criteria. The percent proficient criteria for the state are the same as for a unified school district.

Standard Criteria for AMOs

These criteria apply to schools or LEAs that have at least 100 students with valid scores or numerically significant subgroups that have at least 50 students with valid scores.

Standard Schools and LEAs	Percent Proficient or Above On the CST, CAHSEE, and CAPA for 2008	
	English-Language Arts	Mathematics
Schools		
• Elementary and Middle Schools	35.2	37.0
• High Schools	33.4	32.2
LEAs		
• Elementary School Districts	35.2	37.0
• High School Districts (with grade levels 9–12)	33.4	32.2
• Unified School Districts, • High School Districts, and • County Offices of Education (with grade levels 2–8 and 9–12)	34.0	34.6

Small School/LEA/Subgroup Criteria

Different AMO criteria are applied to small schools, LEAs, and subgroups in AYP calculations.

- **Small Schools and Small LEAs**

All schools and LEAs receive an AYP report, including those in the Alternative Schools Accountability Model (ASAM), small schools, small school districts, and small COEs. Schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs must meet the adjusted percent proficient criteria for under 100 valid test scores. The AMOs are adjusted using a confidence interval methodology.

The table on the page 31 shows the number of scores a school or an LEA needs at the proficient or above level in order to meet the adjusted AMO criteria for 2008. The table was generated by using the standard error of the proportion to construct a confidence interval around the school's observed proportion ("proficient or above"), based on a 99 percent confidence interval for each school. This confidence interval covers 2.33 standard deviation units above the school's observed proportion. If the

percent proficient falls within this range, it cannot be considered statistically different enough from the school's observed proportion; therefore, the school scored high enough to meet the AMO. The percent proficient has been converted into the number of proficient or above scores to facilitate the use of the table. Finally, the table has been adjusted to smooth the transition at the upper range of valid scores so that there is not an abrupt jump in the percent proficient targets when moving from 99 to 100 valid scores.

Confidence Interval Adjusted AMO Table

To use the table, determine the number of valid scores available in a content area. Then reference the appropriate percent proficient, or AMO criteria, at the top of the table to determine the number of scores at or above the proficient level that are needed to meet the criterion. Refer to the "Standard Criteria for AMOs" on page 29 for the appropriate percent proficient for your school or LEA.

Number of Valid Scores	Percent Proficient (AMO) Criteria					
	32.2%	33.4%	34.0%	34.6%	35.2%	37.0%
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	1
11	0	0	0	1	1	1
12	1	1	1	1	1	1
13	1	1	1	1	1	1
14	1	1	1	1	1	1
15	1	1	1	1	1	2
16	1	1	1	1	2	2
17	1	2	2	2	2	2
18	2	2	2	2	2	2
19	2	2	2	2	2	2
20	2	2	2	2	2	3
21	2	2	2	3	3	3
22	2	3	3	3	3	3
23	3	3	3	3	3	3
24	3	3	3	3	3	4
25	3	3	3	3	4	4
26	3	3	4	4	4	4
27	3	4	4	4	4	4
28	4	4	4	4	4	5
29	4	4	4	4	5	5
30	4	4	4	5	5	5
31	4	5	5	5	5	5
32	5	5	5	5	5	6
33	5	5	5	5	6	6
34	5	5	5	6	6	6
35	5	6	6	6	6	7
36	5	6	6	6	6	7
37	6	6	6	6	7	7
38	6	6	6	7	7	7
39	6	6	7	7	7	8
40	6	7	7	7	7	8
41	7	7	7	7	8	8
42	7	7	7	8	8	9
43	7	7	8	8	8	9
44	7	8	8	8	8	9
45	8	8	8	8	9	9
46	8	8	8	9	9	10
47	8	8	9	9	9	10
48	8	9	9	9	9	10
49	9	9	9	10	10	11
50	9	9	10	10	10	11

Number of Valid Scores	Percent Proficient (AMO) Criteria					
	32.2%	33.4%	34.0%	34.6%	35.2%	37.0%
51	9	10	10	10	10	11
52	9	10	10	10	11	11
53	9	10	10	11	11	12
54	10	10	11	11	11	12
55	10	11	11	11	11	12
56	10	11	11	11	12	13
57	10	11	11	12	12	13
58	11	11	12	12	12	13
59	11	12	12	12	13	13
60	11	12	12	12	13	14
61	11	12	12	13	13	14
62	12	12	13	13	13	14
63	12	13	13	13	14	15
64	12	13	13	14	14	15
65	12	13	14	14	14	15
66	13	13	14	14	14	16
67	13	14	14	14	15	16
68	13	14	14	15	15	16
69	14	14	15	15	15	16
70	14	15	15	15	16	17
71	14	15	15	16	16	17
72	14	15	15	16	16	17
73	15	15	16	16	16	18
74	15	16	16	16	17	18
75	15	16	16	17	17	18
76	15	16	17	17	17	19
77	16	16	17	17	18	19
78	16	17	17	17	18	19
79	16	17	17	18	18	19
80	16	17	18	18	18	20
81	17	17	18	18	19	20
82	17	18	18	19	19	20
83	17	18	18	19	19	21
84	17	18	19	19	20	21
85	18	19	19	20	20	22
86	18	19	20	21	21	23
87	19	20	21	22	22	24
88	20	21	22	23	23	25
89	21	22	23	24	24	26
90	22	23	24	25	25	27
91	23	24	25	26	26	28
92	24	25	26	27	27	29
93	25	26	27	28	28	30
94	26	27	28	29	29	31
95	27	28	29	30	30	32
96	28	29	30	31	31	33
97	29	30	31	32	32	34
98	30	31	32	33	33	35
99	31	32	33	34	34	36
100	32	33	34	35	35	37

- **Small Subgroups**

The school or LEA must have at least 100 valid scores for the subgroup to be considered numerically significant for the AMO. If the school or LEA has fewer than 100 valid scores, none of the subgroups are considered numerically significant, and Requirement 2 would not apply. For example, a subgroup with 99 valid scores in a school with 99 valid scores would not be considered numerically significant.

If the numerically significant subgroup is in a school or an LEA with at least 100 valid scores, the standard criteria for AMOs are applied if the subgroup has between 50 to 99 valid scores. Subgroups with 49 or fewer valid scores are not numerically significant, and AMOs would not apply.

Exclusions

Students who are absent from testing due to a significant medical emergency are excluded from the percent proficient calculations. (Student records marked as “not tested due to significant medical emergency” are not counted for or against the school or LEA in the percent proficient.)

ELs during their first year of enrollment in U.S. schools are excluded from the percent proficient calculations.

Subgroups

If the school or LEA has 100 or more valid test scores, the percent proficient is calculated for subgroups that are numerically significant. A numerically significant subgroup for percent proficient calculations is defined as having 100 or more students with valid scores or 50 or more students with valid scores who make up at least 15 percent of the total valid scores. If the school or LEA has fewer than 100 valid scores, none of the subgroups are considered numerically significant.

Alternative Methods

A two-year and a three-year average percent at the proficient or above level will be considered for schools, LEAs, and numerically significant subgroups that have not met the 2008 AMOs using a one-year formula. Averages are determined by aggregating results over two or three years. First, the one-year percentage is calculated. This is the only percentage that is printed on all reports. If a school, an LEA, or a subgroup does not meet its AMO target using the one-year method, the two-year method is used. If the school, LEA, or subgroup does not meet its AMO target using the two-year method, the three-year method is used. If a school, an LEA, or a subgroup meets the AMO through a two- or three-year average, that methodology will be noted in the Alternative Method column on the report.

No Interim Flexibility

For 2008 AYP pending official approval by the ED, California is not likely to be granted the interim flexibility to exercise the two-percent formula for schools and LEAs that did not make AYP solely because of assessment results for the SWD subgroup. Therefore, this alternative method will not be applied in 2008.

■ Requirement 3: API as an Additional Indicator

NCLB requires that each state adopt an “additional” indicator for AYP. California has chosen to use the API as an additional indicator for all schools and LEAs. Progress on the API is defined differently for AYP requirements than for the state API requirements. A school or an LEA that had its API invalidated also fails to make AYP.

Standard Criteria

The following table shows the standard criteria for the API indicator.

Standard Criteria for API

These criteria apply to schools and LEAs that have at least 11 students with valid scores.

Type	Criteria
Standard Schools and LEAs	<p>To meet API requirements for the 2008 AYP, the school or LEA must:</p> <ul style="list-style-type: none"> • Show growth of at least one point for 2007-08 - OR - • Have a 2008 Growth API of at least 620

For example, a school with a Base API of 593 that grew to 594 on its Growth API would meet the API criteria for the additional indicator under AYP. These requirements apply at the school and LEA levels but do not apply to subgroups.

Small School/LEA Criteria

Small schools and small LEAs with fewer than 11 valid scores have adjusted API criteria for AYP reporting.

The table on the following page shows the adjusted API criteria for 2008 AYP.

Confidence Interval Adjusted API Table

These criteria apply to small schools and LEAs that have fewer than 11 students with valid scores. For a school or an LEA with fewer than 11 valid scores, APIs will not be shown on the report. However, whether or not the school or LEA met the API criteria is still printed on the report.

Type	Criteria	
	Number of Valid Scores	Minimum API for 2008
Small Schools and Small LEAs	10	478
	9	470
	8	461
	7	450
	6	436
	5	419
	4	395
	3	360
	2	302
	1	200

■ Requirement 4: Graduation Rate

NCLB requires that the state use the graduation rate as an additional indicator for all schools and LEAs with high school students. Comprehensive high schools and LEAs with appropriate dropout and graduation data have their 2008 graduation rates calculated using standard procedures:

Standard Graduation Rate Criteria

Type	Criteria
Schools and LEAs with High School Students	<p>To meet graduation rate criteria for the 2008 AYP the school or LEA must:</p> <ul style="list-style-type: none"> • Have a 2008 graduation rate of at least 83.0 - OR - • Show improvement in the graduation rate from 2007 to 2008 of at least 0.1 - OR - • Show improvement in the average two-year graduation rate of at least 0.2

The graduation rate for AYP purposes is defined according to the year of AYP reporting (e.g., rate for 2008). On other CDE reports, the graduation rate is defined as the school year of the graduating class (e.g., Class of 2006-07). Note that the AYP graduation rate data on the report are one year older (e.g., 2006-07) than other data on the AYP report (e.g., 2007-08). High school graduates and four years of dropout data are used to determine the rate. Graduates and grade twelve dropouts come from student level data collected through the Annual SSID

Maintenance, and information on grades nine through eleven comes from aggregate level CBEDS data.

Calculating the 2008 AYP Graduation Rate

The graduation rate calculation method for 2008 AYP is the same as the method used for 2007 AYP. California currently does not have a universal student information system to track students as they change schools, drop out, or graduate; therefore, a four-year completion rate is used, based on the definition established by the National Center for Education Statistics (NCES). This rate includes information on high school completers (e.g., high school graduates who receive a diploma or other type of certificate of completion from high school) and high school dropouts, aggregated over a four-year period. Federal requirements define high school “completers” in the same way as high school “graduates” is defined in the CBEDS.

Four-Year Graduation Rate Formula for NCLB

Graduation Rate for 2008

Number of Graduates (2006-07)

divided by

Number of Graduates (2006-07)

+ Grade 9 Dropouts (2003-04) + Grade 10 Dropouts (2004-05)

+ Grade 11 Dropouts (2005-06) + Grade 12 Dropouts (2006-07)

Three Options for Meeting 2008 AYP Graduation Rate Criteria

Three options for meeting 2008 AYP graduation rate criteria are shown below and on the next page.

Option 1: Graduation Rate of 83.0 or Above

Option 1 Example North Star High School

Graduation Rate for 2008

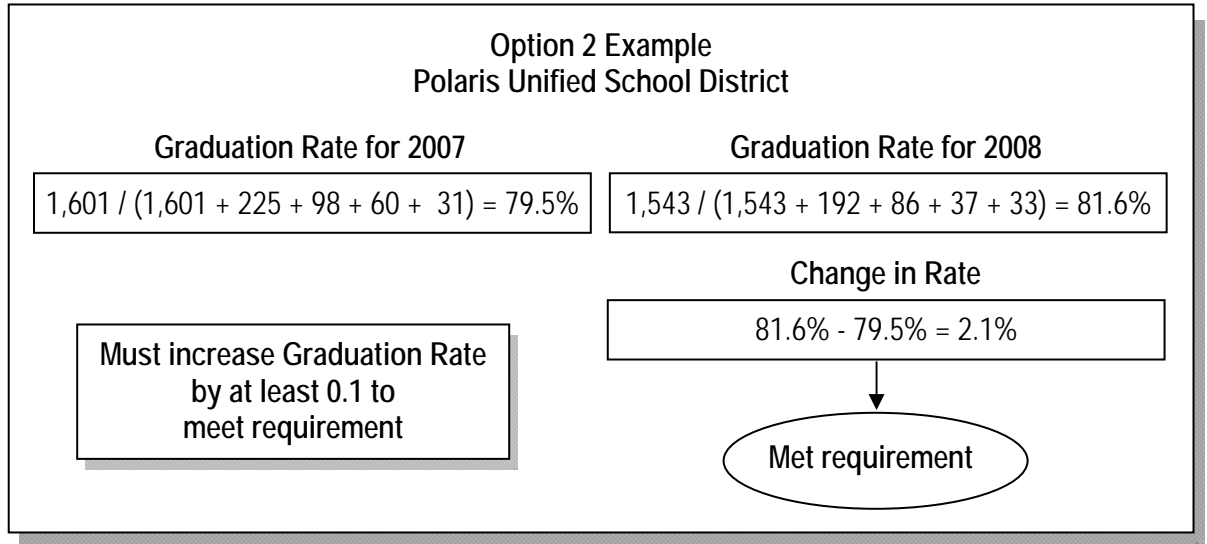
$$537 / (537 + 20 + 15 + 5 + 0) = 93.1\%$$

Must have minimum
Graduation Rate of 83.0 to
meet requirement

Met requirement

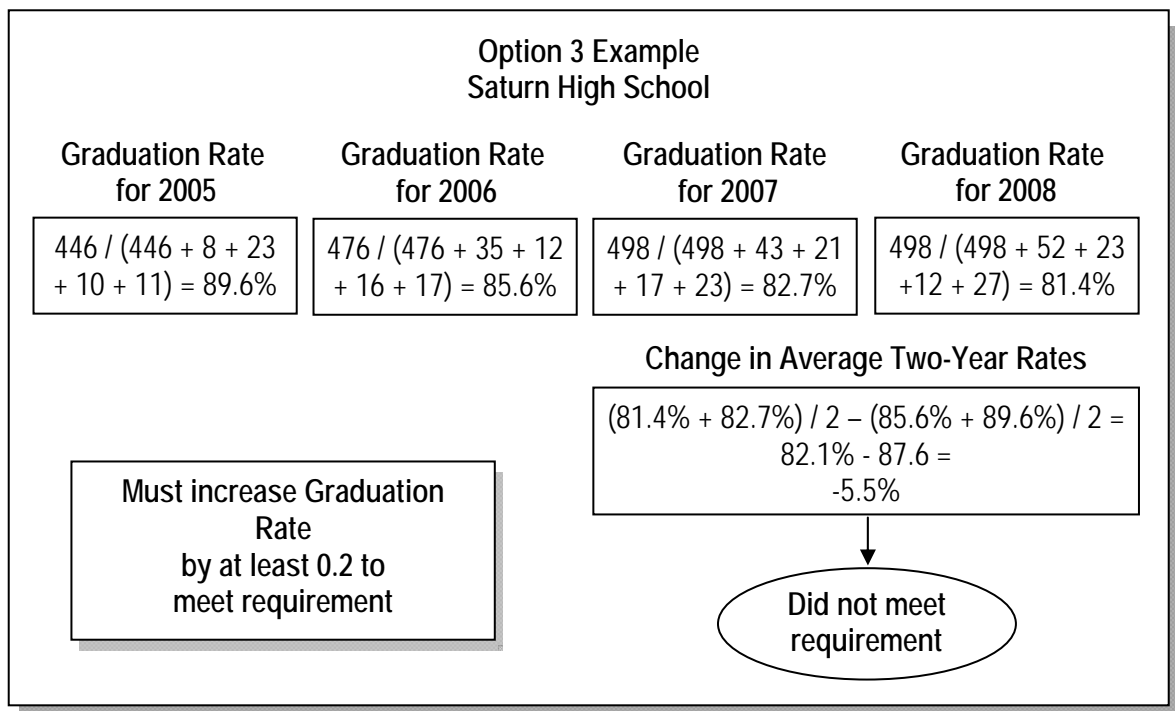
In the example on the preceding page, North Star High School met its 2008 AYP criteria for the graduation rate under Option 1 because the rate for 2008 was 93.1, which exceeds the minimum rate of 83.0.

Option 2: Gain in Rate of At Least 0.1



In the example above, Polaris Unified School District met its 2008 AYP criteria for the graduation rate under Option 2 because the rate change from 2007 to 2008 was 2.1, which exceeds the minimum requirement of a 0.1 gain.

Option 3: Gain in Two-Year Average Rate of At Least 0.2



In the example on the preceding page, Saturn High School did not meet its 2008 AYP criteria for the graduation rate under Option 3 because the change in the average of the two-year rates was -5.5 , which does not meet the minimum requirement of a 0.2 gain.

Graduation Rate Using Alternative Methods

Comprehensive high schools and LEAs with appropriate dropout and graduation data have their 2008 graduation rates calculated using standard procedures.

In discussions with California, the ED has insisted that all high schools must have a graduation rate, even those without a graduating class. As a result, calculation of graduation rates for schools missing dropout data and graduation data requires alternative procedures. This usually occurs in the following two cases.

1) Comprehensive High Schools Without Appropriate Data to Calculate Graduation Rates

The ED approved California's request to use a proxy graduation rate for comprehensive high schools that have no graduation rate for AYP calculations. The proxy graduation rate provides additional flexibility in determining whether these schools meet the criteria for AYP.

The proxy graduation rate is calculated by first dividing the number of dropouts in all of the grades in the school (grades nine, ten, and eleven) by the enrollment in the same grades using available CBEDS dropout and enrollment data. This percentage is then multiplied by four if the school enrolls ninth graders only, by two if the school enrolls ninth and tenth graders only, or by $4/3$ if the school enrolls ninth, tenth, and eleventh graders. The result approximates the percentage of students that would have dropped out if the school had enrolled students in all four grades (nine through twelve). This percentage is then subtracted from 100 to approximate the graduation rate for the school.

The example on the following page shows a comprehensive high school that enrolls ninth graders only.

Example of Proxy Graduation Rate Calculation

Example: Comprehensive High School

In its first year of operation, this comprehensive high school enrolled ninth graders only. In each future year of operation it will add a grade level. Therefore, it will not graduate students until its fourth year of operation. The ninth grade enrollment in this first year totals 300 students, five of whom drop out in the first year.

The proxy graduation rate for this school would be:

$$100\% \text{ minus } ((5 \text{ divided by } 300 \text{ times } 100) \text{ times } 4) = 100\% \text{ minus } 6.6\% = 93.4\%$$

See also “Alternative Methods” on pages 41 to 43.

2) High Schools With the Primary Mission of Returning Students to the Regular Classroom in a Comprehensive High School

These high schools are defined as ASAM high schools that do not report data on ASAM Indicator 14 (High School Graduation). These schools are typically alternative or continuation schools. These schools use the following alternative methods for determining the 2008 AYP graduation rate:

- If the high school is administered by an LEA, the CDE assigns the value of the LEA graduation rate.
- If the high school is a direct funded charter school, the CDE assigns the graduation rate of the charter authorizer. In cases where the charter authorizer does not have a graduation rate or the charter authorizer is a COE, the countywide graduation rate of the county in which the school is located is assigned.
- If the high school is administered by a COE, the CDE assigns the countywide graduation rate.

For LEAs (school districts and COEs) with no graduation results, countywide averages were used. See “Alternative Methods” on pages 41 to 43.

Safe Harbor

NCLB contains a “safe harbor” provision for meeting AMOs in some circumstances. The procedure is applied in the 2008 AYP reports when these circumstances occur. Safe harbor is an alternate method of meeting the AMOs. Specifically, if a school, an LEA, or a subgroup does not meet its AMO criteria in either or both content areas and shows progress in moving students from scoring below the proficient level to the proficient level or above on the assessments, AYP may be achieved if all of the following conditions are met:

- The percentage of students in the school, LEA, or subgroup performing below the proficient level in either ELA or mathematics decreased by at least 10 percent of that percentage from the preceding school year.
- The school, LEA, or subgroup had at least a 95 percent participation rate for the assessments in ELA and mathematics.
- The school, LEA, or subgroup demonstrated at least a one-point growth in the API or had a Growth API of 620 or more.
- The school, LEA, or subgroup met graduation rate criteria, if applicable.

New in 2008, safe harbor for LEAs is applied for both grade spans and numerically significant subgroups within grade spans of an LEA. A confidence interval adjustment of 75 percent is applied to safe harbor calculations.

■ Example of Safe Harbor

In the example of safe harbor shown on the following page, the elementary school shows five percent of its students scoring at the proficient level or above schoolwide in 2007 in ELA (shown as PP₀₇ in row D, column A).

In 2008, the school's percent at the proficient or above level in ELA increased to 13 percent (shown as PP08 in row D, column B). Except for ELA, the school met all the other criteria for making AYP. (It made its AMO in mathematics, its API was above the target, and the 95 percent participation rate was met.)

The school would not ordinarily make AYP in 2008 because 13 percent is below the AMO of 35.2 percent for ELA. However, the school's percentage at the below proficient level in ELA decreased by the safe harbor requirement of at least 10 percent with the 75 percent confidence interval adjustment (shown in the calculation steps in rows E through I). According to safe harbor rules, the school meets AYP because the percentage of students below the proficient level decreased by at least 10 percent from the preceding school year in ELA, the content area in which AMO was not met, and it met its other AYP criteria. The 75 percent confidence interval provides an extra margin of error in the

calculations to enhance reliability in the determination of schools meeting safe harbor criteria.

The safe harbor calculations are applied to school and LEA reports, including the LEA grade span reports used to determine if an LEA is identified for PI.

Safe Harbor Example Elementary School

The school met its 2008 AMO in mathematics schoolwide, but the school missed its 2008 AMO in ELA schoolwide. Also in 2008, the school had at least a 95 percent participation rate for both ELA and mathematics and a 2008 Growth API of 620. The school had no numerically significant subgroups in either 2007 or 2008.

Steps	2007 ELA	2008 ELA	Calculations
	A	B	C
A. Number Proficient or Above (NP)	10 (NP ₀₇)	26 (NP ₀₈)	
B. Number Below Proficient (NBP)	190 (NBP ₀₇)	174 (NBP ₀₈)	
C. Total Number of Valid Scores (TN)	200 (TN ₀₇)	200 (TN ₀₈)	
D. Percent Proficient or Above (PP)	5 (PP ₀₇)	13 (PP ₀₈)	(NP/TN) x 100
E. Percent Below Proficient (PBP) The 2008 rate should decrease by at least 10 percent from the 2007 rate to meet safe harbor criteria.	95 (PBP ₀₇)	87 (PBP ₀₈)	100 – PP
F. Maximum Percent Below Proficient (MPBP) This is the maximum percent below proficient for 2008 to meet safe harbor criteria.		85.5 (MPBP)	0.9 x PBP ₀₇
G. Minimum Percent Proficient Safe Harbor (PPSH) for 2008 This is the minimum 2008 percent proficient or above necessary to meet safe harbor criteria in 2008.		14.5 (PPSH)	100 – MPBP
H. 75 Percent Confidence Interval (CI) This is the extra margin of error provided to the 2008 percent proficient or above.		1.99110572 (CI)	0.68 x SQRT (PP ₀₇ x PBP ₀₇ /TN ₀₇ + PPSH x MPBP/TN ₀₈)
I. 2008 Percent Proficient for 2008 Safe Harbor with 75 Percent Confidence Interval (PPCI) If this rate is higher than the minimum PPSH for 2008, the safe harbor criteria were met.		14.9911057 (PPCI)	PP ₀₈ + CI If PPCI > PPSH, criteria met.

This school met the safe harbor criteria for the AMO in ELA because the “2008 Percent Proficient for 2008 Safe Harbor with 75 Percent Confidence Interval” (14.9911057) is greater than the “Minimum Percent Proficient Safe Harbor for 2008” (14.5 percent).

Alternative Methods

The NCLB Act of 2001 requires that all schools be included in AYP reporting. Not all schools contain grades or results for which AYP data are collected. A number of alternate methodologies to combine and report data are required to ensure all schools and LEAs receive an AYP report.

Only schools and LEAs with 2008 CST or CAPA results in grades two through eight and/or CAHSEE or CAPA results in grade ten were processed for participation rates, percent proficient, and API according to the standard procedures. Other schools and LEAs were evaluated using alternative methodologies.

Only schools and LEAs with 2008 graduation rates (Class of 2006-07) had the graduation rates calculated using standard procedures. High schools without 2008 graduation rates or high schools with the primary mission of returning students to the regular classroom in a comprehensive high school were evaluated using alternative methodologies.

Alternative Methods Descriptions

Alternative Methods	Descriptions
CA = County average	For schools with no results on tests used in AYP calculations or no graduation rate (if applicable), calculations were based on the school district averages. If no school district values are available, county-wide averages were used. For LEAs (school districts and COEs) with no results, county-wide averages were used.
CI = Passed using confidence intervals	Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology. Very small schools and LEAs with fewer than 11 valid scores have adjusted API criteria to account for the very small number of test scores. These schools and LEAs met the adjusted API criteria using confidence interval methodology.
CK = CAPA and CAHSEE only	Schools with CAPA and CAHSEE but no CST results have APIs based only on CAPA and CAHSEE.
CP = CAPA only	Schools with CAPA but no CST results have APIs based only on CAPA.
DA = District average	For schools with no results on tests used in AYP calculations or no graduation rate (if applicable), calculations were based on the school district averages.
EN = Enrollment less than 50	Schools or LEAs with less than 50 students enrolled do not have participation rate criteria, and "Yes" is shown for schoolwide or LEA-wide in the "Met 2008 AYP Criteria" column on the report.

Alternative Methods Descriptions (continued)

Alternative Methods	Descriptions
ER = Enrollment 50 to 99	Small schools and LEAs with 50 to 99 students enrolled have slightly adjusted participation rate criteria to account for the small numbers. These adjusted criteria also apply to numerically significant subgroups within a school or an LEA that has at least 100 students enrolled. Schools, LEAs, or subgroups with 50 students enrolled met participation rate criteria by having at least 47 students tested. Schools, LEAs, or subgroups with between 51 and 99 students enrolled met participation rate criteria by having a participation rate of at least 95 percent, but the rate was rounded up to the nearest whole number.
G1 = Grade 11 only	High schools without grade ten CAHSEE results and grade nine CST results but with grade eleven CST results based on at least 95 percent tested on CST in mathematics have participation rates and percent proficient based on grade eleven CST results.
G9 = Grade 9 only	High schools without grade ten CAHSEE results but with grade nine CST results have participation rates and percent proficient based on grade nine CST results.
KC = CAHSEE only	Schools with CAHSEE but no CST or CAPA results have APIs based only on CAHSEE.
OT = Other	In very rare cases, special calculations may have been required due to unique situations.
PS = Pair and share	California testing begins in grade two. For schools with only kindergarten and/or grade one, the second grade scores of the schools to which these students matriculate will be used, pending official approval by the ED. This is referred to as "pairing and sharing." For schools that do not supply pair and share data, the school district or county values are used (DA or CA).
PX = Proxy graduation rate	For traditional comprehensive high schools with no graduation rates, a proxy graduation rate was calculated based on the school's available CBEDS dropout and enrollment data for grades 9–11.
SH = Passed by safe harbor	The school, LEA, or subgroup met the criteria for safe harbor, which is an alternate method of meeting the AMO if a school, an LEA, or a subgroup shows progress in moving students from scoring at the below proficient level to the proficient level.
UE = Passed by one point growth	The school had under eleven valid scores in one or both years but made at least one point growth in the API.
Y2 = Passed by using 2-year average	Schools, LEAs, or subgroups that have not met 2008 AYP participation rate or percent proficient (AMO) criteria using a one-year formula met the participation rate or AMO using a two-year formula.
Y3 = Passed by using 3-year average	Schools, LEAs, or subgroups that have not met 2008 AYP participation rate or percent proficient (AMO) criteria using a one- or two-year formula met the participation rate or AMO using a three-year formula.

Note: The original data for the school, LEA, or subgroup are shown on the 2008 AYP Report, even though the alternative method is used as the criterion, unless the school, LEA, or subgroup had no results for enrollment, valid scores, and/or graduation rate. In those cases, the alternative data are shown on the report.

Alternative Methods Codes

The alternative methods may apply to one or more of the four areas of AYP requirements (participation rate, AMO, API, graduation rate). The following chart shows whether each method applies to the AYP areas and whether the method is applicable to a school, an LEA, or a subgroup.

Alternative Methods	Participation Rates	AMOs	APIs	Graduation Rates
CA = County average		SL	SL	SL
CI = Passed using confidence intervals		SL	SL	
CK = CAPA and CAHSEE only			SL	
CP = CAPA only			SL	
DA = District average		SL	SL	SL
EN = Enrollment less than 50	SL/NSS			
ER = Enrollment 50 to 99	SL/NSS			
G1 = Grade 11 only	SL/NSS	SL/NSS		
G9 = Grade 9 only	SL/NSS	SL/NSS		
KC = CAHSEE only			SL	
OT = Other	SL/NSS	SL/NSS	SL	SL
PS = Pair and share		SL	SL	
PX = Proxy graduation rate				SL
SH = Passed by safe harbor		SL/NSS		
UE = Passed by one point growth			SL	
Y2 = Passed by using 2-year average	SL/NSS	SL/NSS		
Y3 = Passed by using 3-year average	SL/NSS	SL/NSS		

SL = Schoolwide or LEA-wide

NSS = Numerically significant subgroup

AYP Appeals Process

An LEA on its own behalf or on behalf of its schools may appeal the 2008 AYP results that are shown on the September 4, 2008, AYP Report. A separate appeal form must be submitted for the LEA and each school. The appeal form for 2008 is posted on the AYP Web page at <http://www.cde.ca.gov/ayp/>.

The results of an AYP appeal could impact the PI status of any Title I-funded school or LEA that will potentially enter, advance in, or exit from PI in 2008-09. Therefore, it is essential that LEAs submit all appeals by the deadline of September 18, 2008. Schools or LEAs making an appeal will remain in the same AYP and PI status as reported on September 4, 2008, until final decisions are reached on all appeals.

Criteria for Appeals of the 2008 AYP Determination

This table lists the only reasons appeals of the 2008 AYP determination will be accepted by the CDE.

Reasons for Appeal	Descriptions
A. Substantive reason	<ul style="list-style-type: none"> An example would be a natural disaster that prevented the LEA from administering the applicable assessment. Supporting documentation should establish the unique character of the substantive reason.
B. Medical emergency	<ul style="list-style-type: none"> A significant medical emergency prevented the student from taking the originally scheduled state assessment(s) as well as the make-up assessment(s) used for establishing AYP (STAR for grades two through eight, CAHSEE for grade ten, CAPA for grades two through eight and ten), and the schoolwide and/or numerically significant subgroup participation rate has been affected.
C. Pair and share	<ul style="list-style-type: none"> The AYP determination was based on results from other students, schools, or LEAs. (The AYP was based on pairing and sharing the results of other schools or of the school district or county in which the school is located.) In this instance, the LEA or school must submit test results or other data that are a more valid measure of the LEA's or school's performance than the information that appears on the 2008 AYP Report.

Appeals must be filed with the PED at the CDE by 5:00 p.m. on September 18, 2008. Appeal results will be incorporated into the revised 2008 AYP reports planned for release in October 2008.

Each appeal must include appropriate documentation supporting the appeal criteria and a detailed description of the issue and how its resolution would modify the AYP determination. Failure to submit appropriate documentation will result in denial of the appeal.

Questions about the AYP appeals process may be directed to the CDE's ERA Unit at 916-319-0875 or by e-mail at evaluation@cde.ca.gov.

CAPA 1.0 Percent Cap for LEAs

On December 9, 2003, federal regulations were adopted that set a cap of 1.0 percent on the percentage of students in LEAs, including direct funded charter schools, whose scores can be counted as proficient or above based on an alternate assessment using alternate achievement standards. The alternate assessment used in California is the CAPA. This 1.0 percent cap may be exceeded in cases where the LEA provides adequate justification to the state. In rare cases absent an exception, proficient or advanced level scores above the cap must be counted as not proficient in AYP calculations.

All LEAs were notified in July 2008 of the process to apply for an exception. The deadline for applying for an exception was August 1, 2008. Exception requests are reviewed and processed by the CDE. The official AYP determination of LEAs that are over the 1.0 percent cap is not included in the September 2008 release of the 2008 AYP reports. This information will be provided in the October 2008 update of the reports. Questions regarding the application for exception to the 1.0 percent cap should be addressed to Meredith Cathcart, Special Education Consultant, in the Assessment, Evaluation, and Support Unit of the Special Education Division at 916-327-3702 or by e-mail at mcathcart@cde.ca.gov.

This section describes the criteria and methodology for meeting the requirements of the federal NCLB regulations concerning alternate assessment in determining AYP based on 2008 statewide testing. It explains how the percentage is calculated for determining if an LEA is above the 1.0 percent cap requirements. It also describes how alternate assessment scores that exceed the 1.0 percent cap at the LEA level are reallocated and reassigned among schools and subgroups in the LEA (absent an exception).

Automatic Exception for COEs and Small LEAs

For 2008 AYP, all COEs and any LEA with ten or fewer valid CAPA scores in a content area (ELA or mathematics) or five or fewer valid proficient and advanced CAPA scores in a content area receive an automatic exception.

Percentage for Determining if an LEA is Above the 1.0 Cap

For 2008 AYP, the CAPA percent proficient rate is calculated using the following formula:

- Numerator = Number of 2008 CAPA scores in the proficient and advanced levels by content area from students who were continuously enrolled in the LEA since the October 2007 CBEDS date.

- Denominator = 2008 STAR enrollment on the first day of testing for students who were continuously enrolled in the LEA since the October 2007 CBEDS date.

The example below shows how the percentage is calculated for determining if an LEA is above the 1.0 percent cap. The rate is calculated separately for ELA and mathematics. The example shows the calculation for ELA only.

Example of CAPA Percent Proficient Rate for ELA

Polaris Unified School District		
The school district shows the following data:		
<ul style="list-style-type: none"> ▪ 4,960 students enrolled on the first day of testing ▪ 60 of those students were not continuously enrolled since the CBEDS date ▪ 27 students with CAPA scores at proficient or advanced level in ELA ▪ 5 of those students were not continuously enrolled since the CBEDS date 		
Numerator	Denominator	Rate
Proficient and advanced on CAPA in ELA for students continuously enrolled $27 \text{ minus } 5 = 22$	STAR enrollment on the first day of testing for students continuously enrolled $4,960 \text{ minus } 60 = 4,900$	CAPA percent proficient rate for ELA: $22 \text{ divided by } 4,900 = 0.448\%$

The LEA in this example is below the CAPA 1.0 percent rate for ELA because 0.448 percent is less than 1.0 percent.

The numerator only includes those scores used in calculating the percent proficient or above, and the denominator includes all students in the grades assessed. There is no rounding in determining the proportion of test takers (i.e., 1.09 is not 1.1 and a proportion of a student would not be considered one student).

Reallocation and Reassignment of Scores Exceeding 1.0 Percent

Without an approved exception, proficient and advanced alternate assessment scores that exceed the LEA 1.0 percent cap must be counted as not proficient in the AYP calculations for the applicable schools, LEAs, and the state.

Two issues were considered in determining an optimal method for meeting these requirements. The first issue was how to establish the most equitable method for allocating the scores that would need to be reassigned among the schools and subgroups in the LEA. "Reallocating" in this section refers to this process. Since the 1.0 percent cap is at the LEA level rather than the school level, decisions must be made about how many scores at each school and each subgroup should be reassigned.

The second issue was how to equitably identify the particular student records to be reassigned. This involved ensuring that reassigned scores were distributed as fairly as possible across students in a school, an LEA, or a subgroup. “Reassigning” in this section refers to this process of identifying and changing scores from proficient or advanced to not proficient in a school or subgroup. It should be noted that the reassignments are only applicable to AYP calculations at the school, LEA, and state levels and would not change the score an individual student receives.

To reassign scores in an LEA that is above the 1.0 percent cap (absent an exception), the CDE first reassigns any proficient and advanced scores at the LEA level. This applies to scores for a CDS code of a school or “school district program” directly administered by the district. If any scores to be reassigned are remaining, the CDE allocates the reassignments to other schools in the school district. Scores at each school are then reassigned by scale score, starting with the lowest score.

Reassignment of scores for AYP purposes will not affect scores used to calculate the API.

■ Example of Reallocation and Reassignment

A detailed example of the method for reallocating and reassigning scores is described in this section. First, example data showing the LEA’s percent proficient rate for CAPA in ELA and the number of scores to be reassigned is displayed in the box below. Then four steps that describe the process are presented.

Example Data

Starburst Unified School District

The LEA shows the following data:

- 11,000 students enrolled on the first day of testing
- 1,000 of those students not continuously enrolled since the CBEDS date
- 115 students with CAPA scores at proficient or advanced level in ELA
- 10 of those students were not continuously enrolled since the CBEDS date

Numerator	Denominator	Rate
Proficient and advanced on CAPA in ELA for students continuously enrolled: 115 minus 10 = 105	STAR enrollment on the first day of testing for students continuously enrolled: 11,000 minus 1,000 = 10,000	CAPA percent proficient rate for ELA: 105 divided by 10,000 = 1.05%

5 scores must be reassigned
(i.e., changed from proficient or advanced to not proficient)

In this example, five scores in the LEA must be reassigned. Two of the five can be reassigned at the LEA level in the school district program, as described in

Step 1 (Student S and Student T). The other three scores to be reassigned must be reallocated to schools in the district and reassigned scores, as described in Steps 2 and 3. Then the AYP is recalculated, as described in Step 4.

Step 1: Reassign scores in the LEA's school district program.

In Step 1, six students in the school district program took the CAPA in ELA. Of the six, Student S scored proficient (scale score of 37), Student T scored advanced (scale score of 52), and the other four students scored below proficient. The CAPA scale score range of proficient through advanced is 35 through 60. For Step 1, the lowest proficient or advanced scale scores are reassigned first. In this example, the scores of Student T and Student S are reassigned as not proficient for AYP calculations.

Reassignment by Scale Score at the LEA Level

School District Program	CAPA in ELA Scale Score	Student Scores Reassigned
Student S	37	Reassign Student S from Proficient to Not Proficient
Student T	52	Reassign Student T from Advanced to Not Proficient

If the LEA has no school or school district program it directly administers, disregard Step 1 and go to Step 2. If all scores to be reassigned are reassigned in this step, disregard Steps 2 and 3 and go to Step 4.

Step 2: Determine reassignments in schools in the LEA.

In Step 2, the remaining three scores of the five to be reassigned must be allocated to schools in the district. This is done by determining the highest percentage of proficient and advanced scores across the schools in the district. In this example, School Z has the highest percentage of proficient and advanced scores (1.97 percent) and is allocated the third reassignment.

Reallocation to Schools

Schools	Enrollment on the first day of testing for students continuously enrolled	Proficient and advanced on CAPA in ELA for students continuously enrolled in schools (excludes school district program)	
	Number	Number	Percentage
School V	2,437	19	0.78%
School W	4,879	37	0.76%
School X	489	5	1.02%
School Y	974	18	1.85%
School Z	1,221	24	1.97%
District Total	10,000	103	1.03%

If two or more schools have the same percentage of proficient and advanced scores, allocate reassignments according to CDS code, starting with the lowest CDS code. In this example, School Z will need to reassign one of its proficient or advanced scores to not proficient.

Two remaining scores of the five to be reassigned must continue to be allocated to schools in the district. To do this, the number of CAPA advanced and proficient scores for School Z are reduced by one, and the percentages of proficient and advanced are recalculated. Once again, School Z has the highest percentage of proficient and advanced scores (1.88 percent) and is allocated the fourth reassignment.

Reallocation to Schools (continued)

Schools	Enrollment on the first day of testing for students continuously enrolled	Proficient and advanced on CAPA in ELA for students continuously enrolled in schools (excludes school district program)	
	Number	Number	Percentage
School V	2,437	19	0.78%
School W	4,879	37	0.76%
School X	489	5	1.02%
School Y	974	18	1.85%
School Z	1,221	23	1.88%
District Total	10,000	102	1.02%

Now School Z will need to reassign one more of its proficient or advanced scores to not proficient.

One remaining score of the five to be reassigned must continue to be allocated to schools in the district. Once again, the number of CAPA advanced and proficient scores for School Z are reduced by one, and the percentages of proficient and advanced are recalculated. This time School Y has the highest percentage of proficient and advanced scores (1.85 percent) and is allocated the fifth reassignment.

Reallocation to Schools (continued)

Schools	Enrollment on the first day of testing for students continuously enrolled	Proficient and advanced on CAPA in ELA for students continuously enrolled in schools (excludes school district program)	
	Number	Number	Percentage
School V	2,437	19	0.78%
School W	4,879	37	0.76%
School X	489	5	1.02%
School Y	974	18	1.85%
School Z	1,221	22	1.80%
District Total	10,000	101	1.01%

School Y will need to reassign one of its proficient or advanced scores to not proficient. Now all scores to be reassigned have been reallocated.

Step 3: Reassign the school scores by lowest scale score.

In Step 3, School Z needs two scores reassigned, and School Y needs one score reassigned in order to bring the LEA below the 1.0 percent cap. This step uses the same method as Step 1 except it occurs at the school level, not the LEA level.

At School Z, 15 students scored proficient, and 9 students scored advanced. Five of the 15 who scored proficient are shown below. The lowest proficient or advanced scale scores are reassigned first. The scores of Student F and Student G are reassigned as not proficient for AYP calculations. Then do Step 3 for School Y.

Reassignment by Scale Score at School Level

School Z	CAPA Scale Score	Student Scores Reassigned
Student F	35	Reassign Student F from Proficient to Not Proficient
Student G	36	Reassign Student G from Advanced to Not Proficient
Student H	37	--
Student I	38	--
Student J	40	--

Step 4: Recalculate AYP for all subgroups, schools, LEAs, and the state.

Repeat Steps 1 through 3 for mathematics if the LEA is above the 1.0 percent cap in mathematics. Once scores are reallocated and reassigned for both content areas, AYP results are recalculated.

Questions about the CAPA 1.0 percent cap calculations should be addressed to the AAU at 916-319-0863 or by e-mail at aaucde@ca.gov.

Inclusion/Exclusion and Adjustment Rules

Inclusion/exclusion and adjustment rules have been established in order to treat student data as fairly and consistently as possible in AYP calculations. These rules are applied to the STAR Program and CAHSEE test results as the first preliminary step to calculating AYP results. In this process, some student records are excluded, and some performance levels are adjusted in order to account for differences that affect test results, such as student mobility, student absence from testing, test administration, and test type. The rules are applied in AYP calculations for a school, an LEA, or a subgroup only and do not affect the score report an individual student receives.

An “Inclusion/Exclusion and Adjustment Rules Flowchart” is provided on pages 53 through 58 to describe the rules and to illustrate the procedures used in applying the rules. The rules are applied in calculating the participation rate and percent proficient results shown on AYP reports. The following key counts are provided on AYP reports for each school, LEA, or subgroup separately in ELA and in mathematics:

Participation Rate:

- *Enrollment First Day of Testing*
- *Number of Students Tested*

Percent Proficient:

- *Valid Scores*
- *Number At or Above Proficient*

The inclusion/exclusion rules are applied in determining these counts, which are thereafter used to calculate the percentages for the AYP participation rate and the percent proficient. The “Inclusion/Exclusion and Adjustment Rules Flowchart” shows how the rules are applied in three steps, according to each type of test and grade level:

Step 1 - CST and CAPA, Grades Two Through Eight

Step 2 - CAHSEE, Grade Ten

Step 3 - CAPA, Grade Ten

Once each step is completed, the results of all three steps are summed and used to calculate the percentages for a school, an LEA, or a subgroup in ELA and mathematics.

Tools for Using the Flowchart

The flowchart includes references to testing codes and CAHSEE census/makeup matching that are considered when applying inclusion/exclusion rules. Reference information is located in separate sections:

- “Testing Codes Considered in AYP Calculations” are provided on pages 59 and 60.
- “CAHSEE Matching Rules” are provided on page 61.

“Score” in the flowchart refers to a performance level of advanced, proficient, basic, below basic, or far below basic on the CSTs or the CAPA. For AYP, proficient or above on the CAHSEE is a scale score of at least 380 for ELA or mathematics, except if a SWD took the mathematics test with a calculator. These students are counted as tested and in the number of valid scores, but their score results are counted as proficient only if the scale score was 388 or above for the February or March administration or was 385 or above for the May administration. Inclusion/exclusion and adjustment rules for AYP calculations may not always match the procedures used for the API or generating the STAR Program or CAHSEE summary reports.

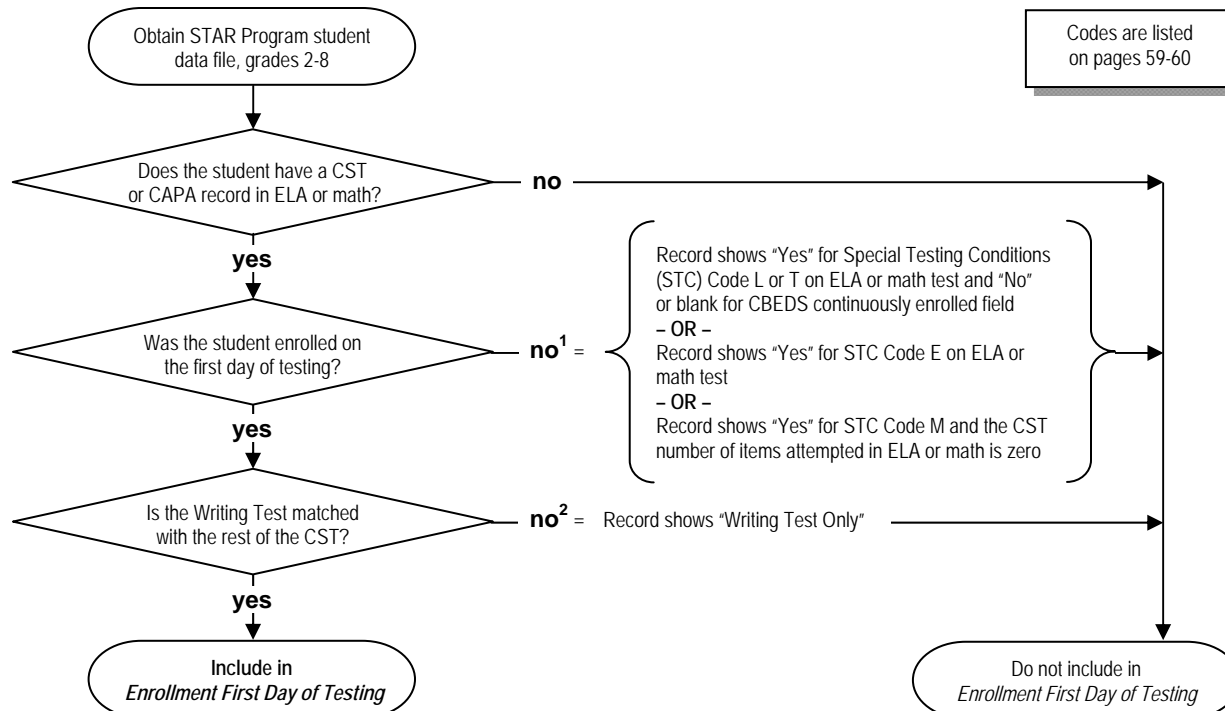
Inclusion/Exclusion and Adjustment Rules Flowchart

Step 1

CST and CAPA, Grades Two Through Eight

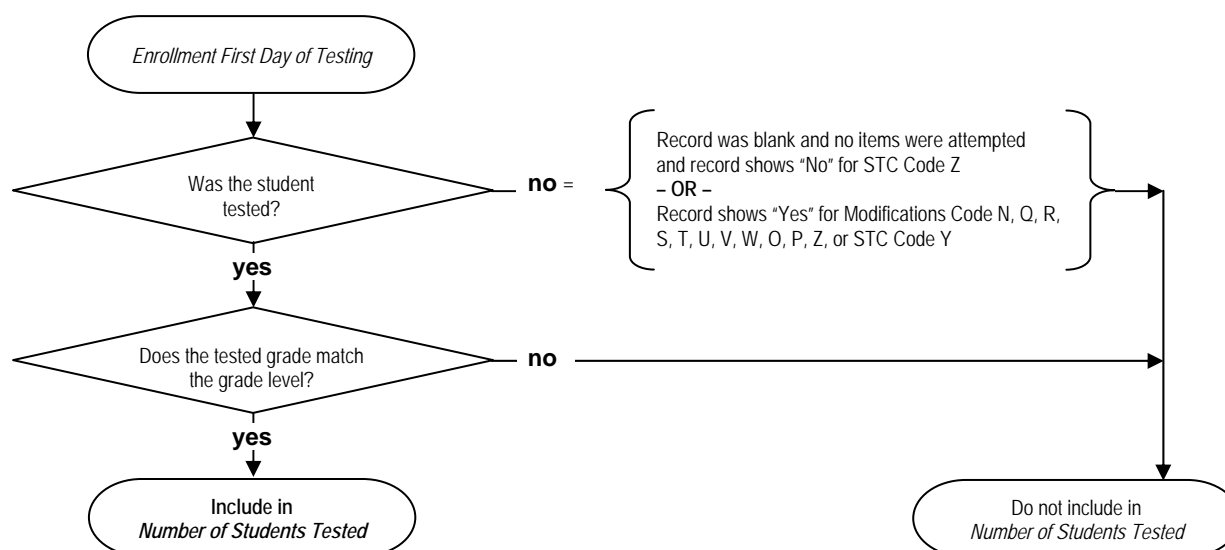
Enrollment First Day of Testing

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.



Number of Students Tested

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.



¹ "Continuously enrolled" means the student was enrolled from the CBEDS date through the first day of STAR Program testing.

² If the record shows grade 4 or 7 "Writing Test Only" and is not matched with the rest of the CST, the unmatched Writing Test is not counted.

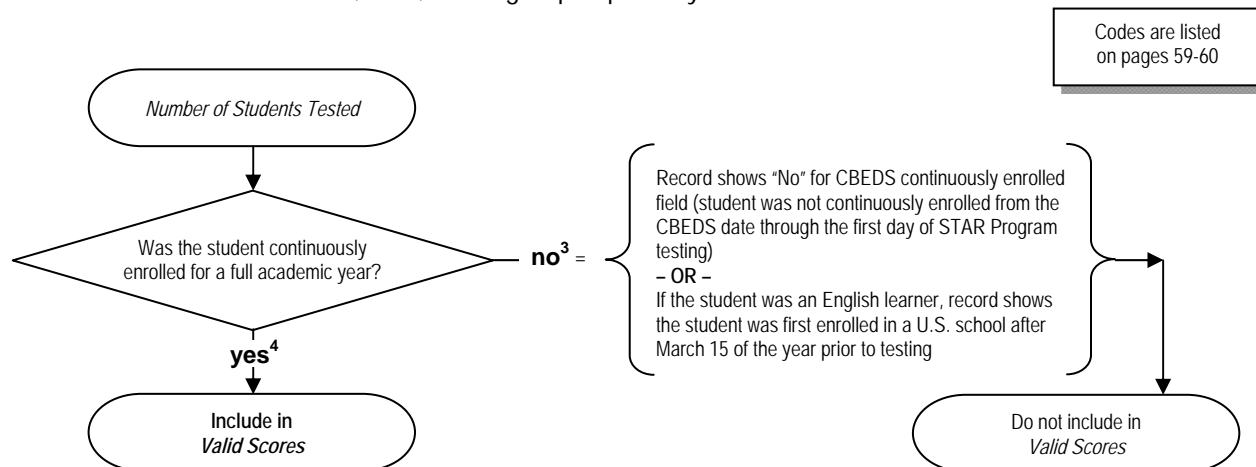
Inclusion/Exclusion and Adjustment Rules Flowchart

Step 1 (continued)

CST and CAPA, Grades Two Through Eight

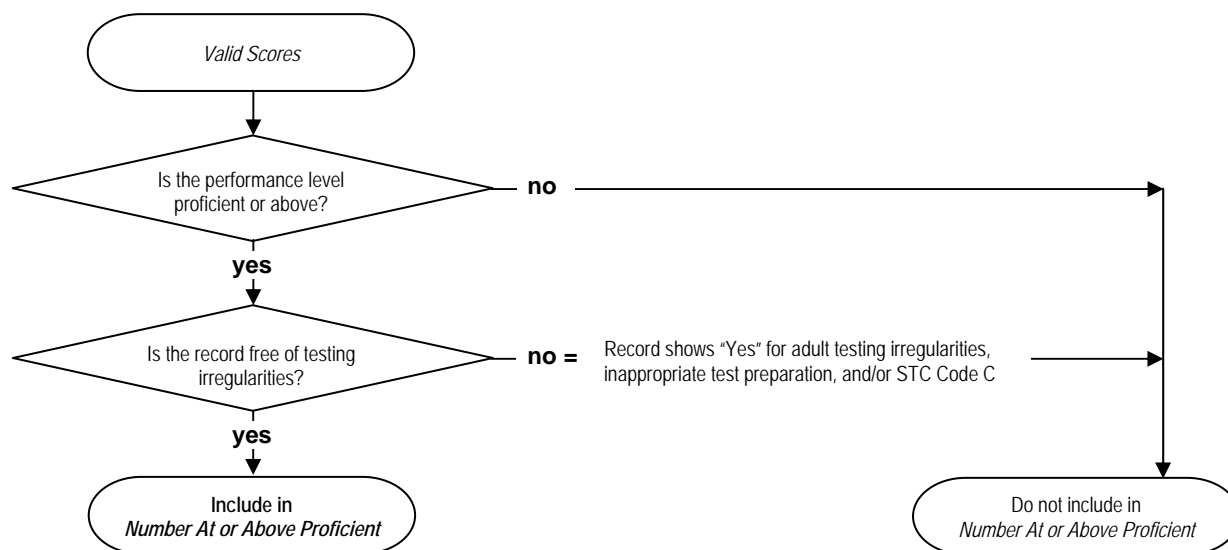
Valid Scores

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.



Number At or Above Proficient

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.



³ If the record shows a blank for continuously enrolled in this instance, the record is counted. Only records marked as "No" are not counted as continuously enrolled for the number of valid scores.

⁴ Mobility Rule: If the student has been continuously enrolled in a **school** from the October CBEDS date to the testing date, the student is counted in the **school** AYP. If the student has been continuously enrolled in the **LEA** from the October CBEDS date to the testing date, the student is counted in the **LEA** AYP. If the record shows a blank for continuously enrolled in this instance, the record is counted.

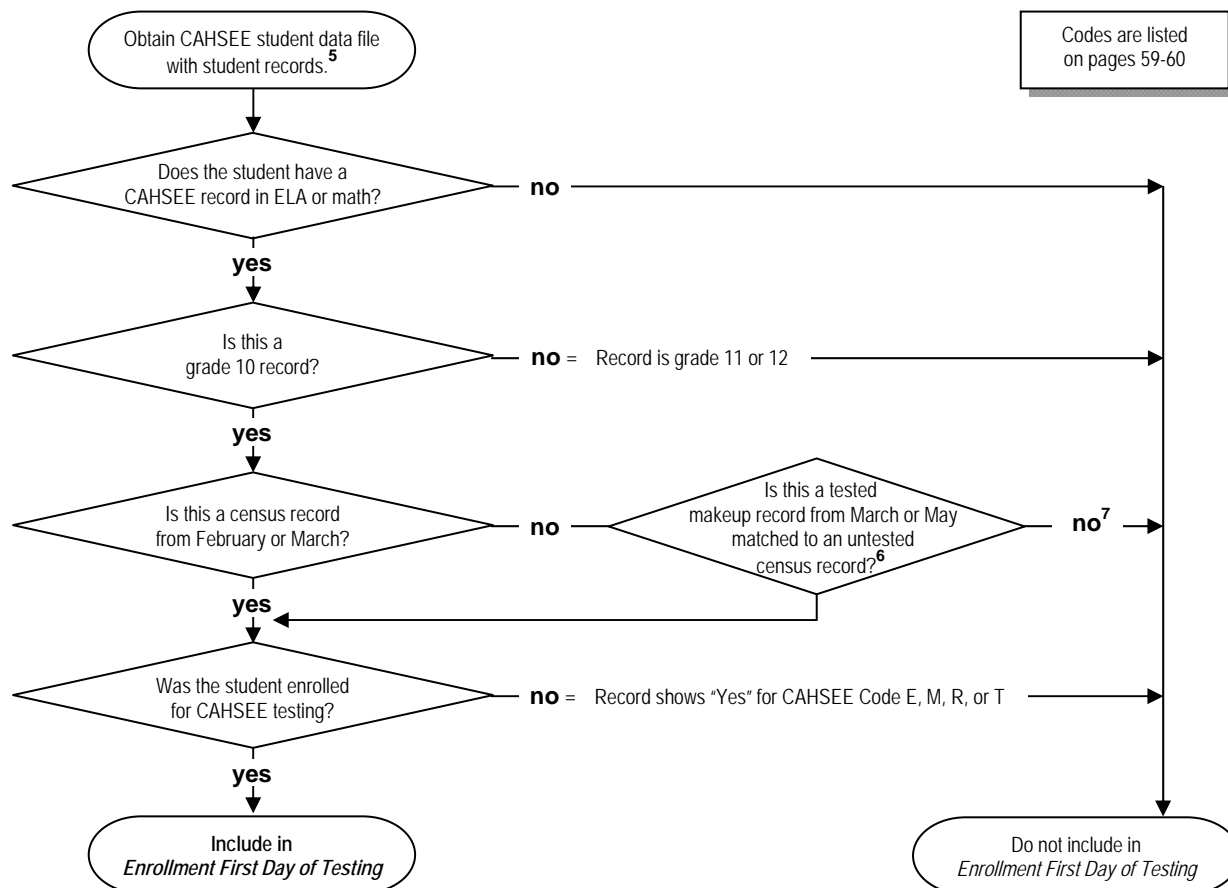
Inclusion/Exclusion and Adjustment Rules Flowchart

Step 2

CAHSEE, Grade Ten

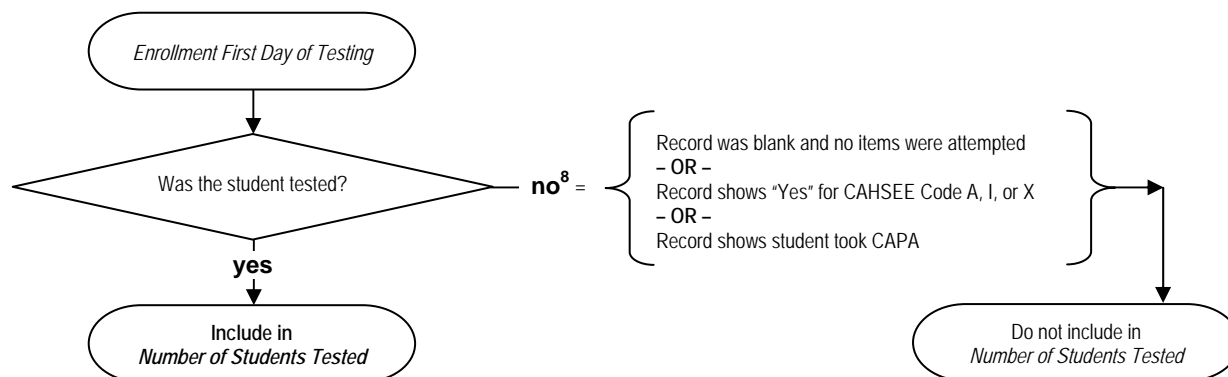
Enrollment First Day of Testing

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.



Number of Students Tested

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.



⁵ The number of CAHSEE census student answer documents, grade 10, are used to determine enrollment for students who take CAHSEE and CAPA.

⁶ The tested **makeup** record takes the place of the untested census record when they are matched by SSID. A tested makeup record does not show CAHSEE Code A, E, M, R, or T. An untested census record shows CAHSEE Code A or E. If a record has no census or makeup flag, it is treated as census. If a school has no February or March records marked as census, then all records are treated as census.

⁷ This record is either a census record tested in May or a makeup only record and is not included in enrollment.

⁸ If the student record shows that a calculator was used for mathematics, it is not considered a modification (CAHSEE Code I).

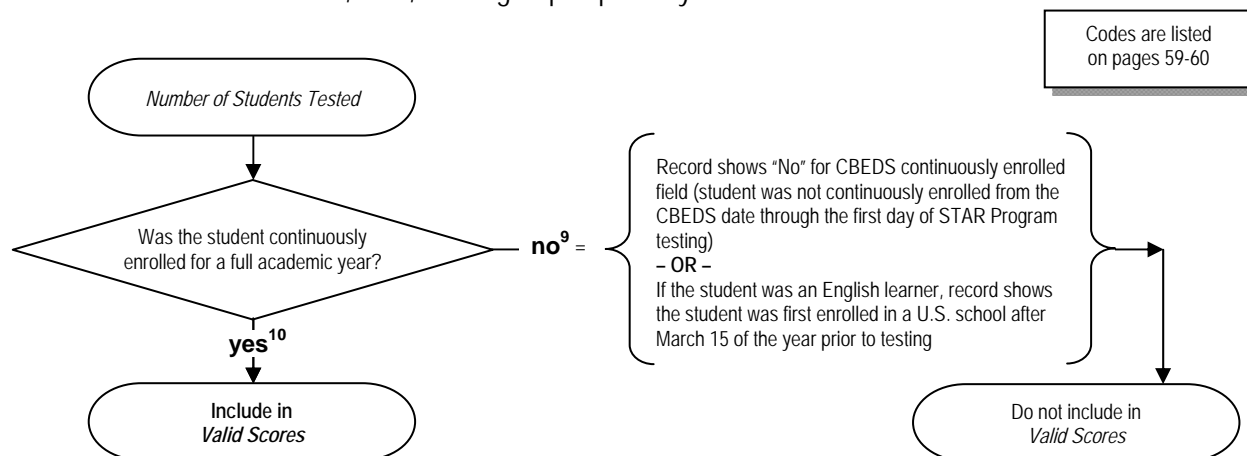
Inclusion/Exclusion and Adjustment Rules Flowchart

Step 2 (continued)

CAHSEE, Grade Ten

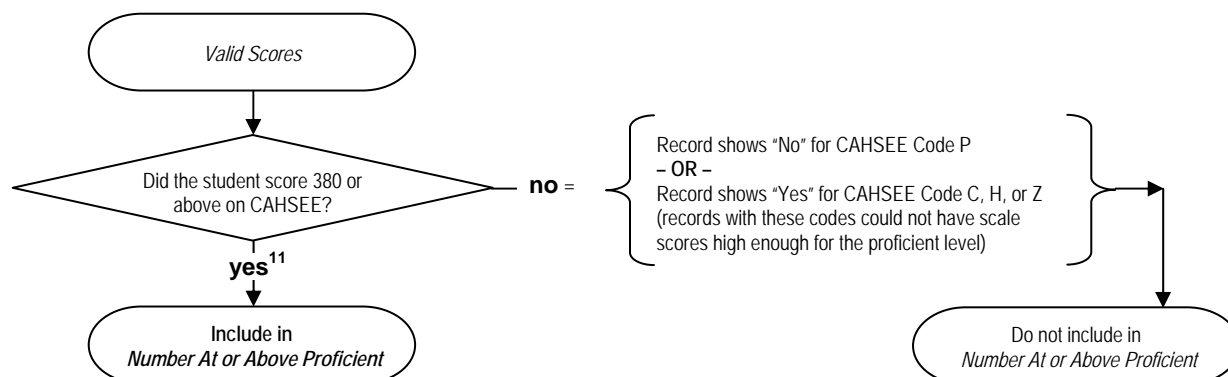
Valid Scores

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.



Number At or Above Proficient

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.



9 If the record shows a blank for continuously enrolled in this instance, the record is counted. Only records marked as "No" are not counted as continuously enrolled for the number of valid scores.

10 Mobility Rule: If the student has been continuously enrolled in a **school** from the October CBEDS date to the testing date, the student is counted in the **school** AYP. If the student has been continuously enrolled in the **LEA** from the October CBEDS date to the testing date, the student is counted in the **LEA** AYP. If the record shows a blank for continuously enrolled in this instance, the record is counted.

11 Pending official approval by the ED, a student with disabilities who used a calculator on the mathematics portion of the 2008 CAHSEE will be counted as tested for 2008 AYP. The student's score will be counted as proficient if the scale score was 388 or above for the February or March administration or was 385 or above for the May administration.

Inclusion/Exclusion and Adjustment Rules Flowchart

Step 3

CAPA, Grade Ten

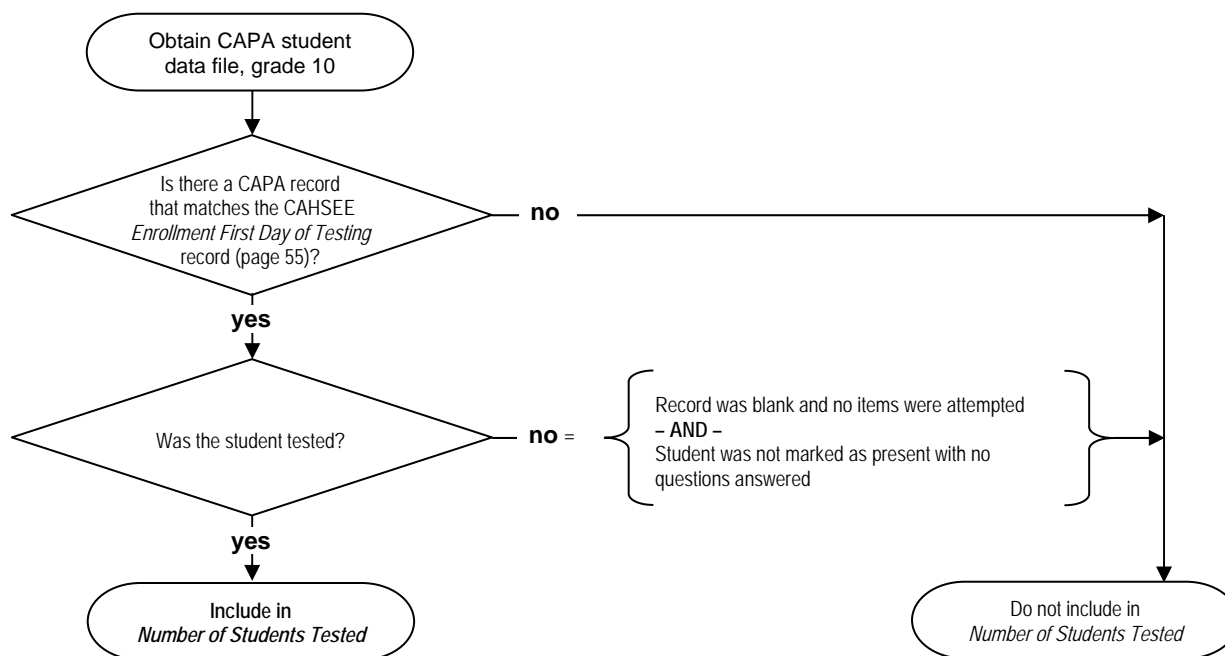
Enrollment First Day of Testing

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.

The number of CAHSEE census student answer documents, grade 10, are used to determine enrollment both for students who take CAHSEE and for students who take CAPA. The enrollment on the first day of testing for CAPA students is included in *Enrollment First Day of Testing*, shown under Step 2 on page 55.

Number of Students Tested

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.



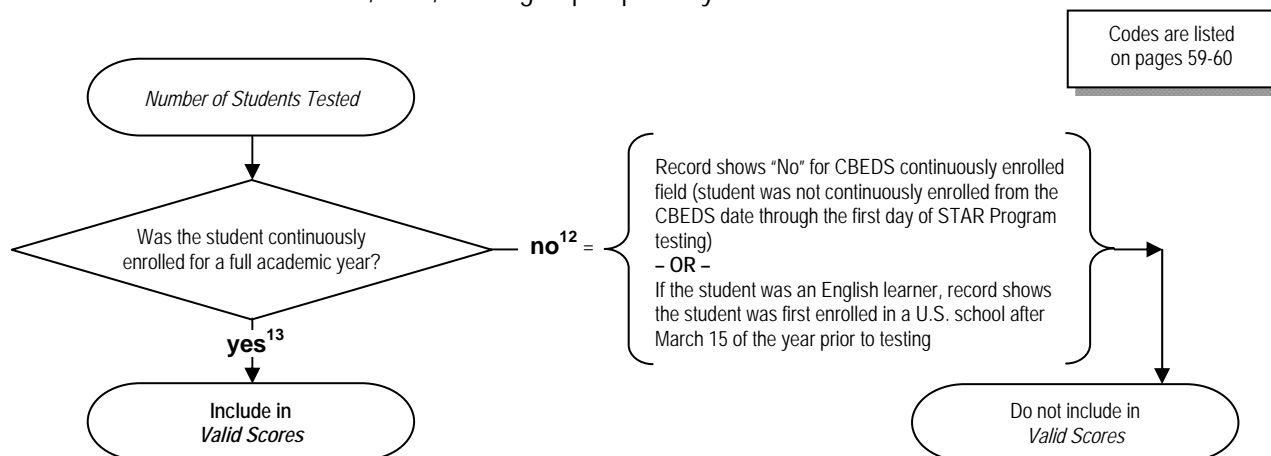
Inclusion/Exclusion and Adjustment Rules Flowchart

Step 3 (continued)

CAPA, Grade Ten

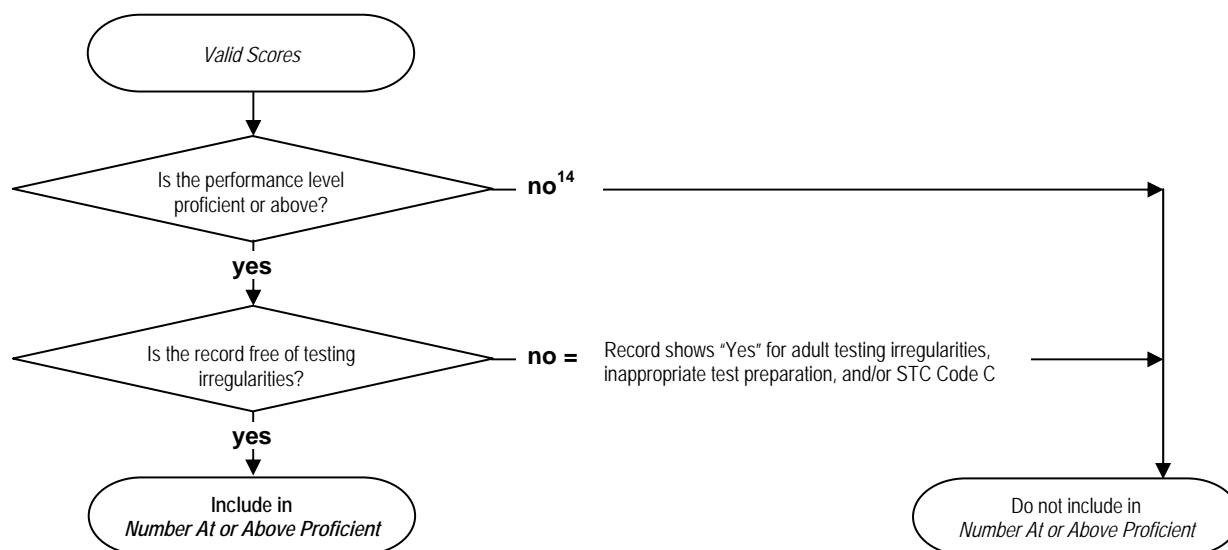
Valid Scores

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.



Number At or Above Proficient

Calculate for each school, LEA, or subgroup separately in ELA and mathematics.



¹² If the record shows a blank for continuously enrolled in this instance, the record is counted. Only records marked as "No" are not counted as continuously enrolled for the number of valid scores.

¹³ Mobility Rule: If the student has been continuously enrolled in a **school** from the October CBEDS date to the testing date, the student is counted in the **school** AYP. If the student has been continuously enrolled in the **LEA** from the October CBEDS date to the testing date, the student is counted in the **LEA** AYP. If the record shows a blank for continuously enrolled in this instance, the record is counted.

¹⁴ Results of records counted as tested but without a valid performance level are counted as not proficient for the content area.

Testing Codes Considered in AYP Calculations

The following listing shows the STAR Program and CAHSEE testing codes that are considered in AYP calculations.

■ STAR Program Special Testing Conditions Codes

- (A) Absent
- (E) Not tested due to significant medical emergency
Exceptions for medical emergencies are applied only in AYP calculations in accordance with federal No Child Left Behind (NCLB) Act of 2001 requirements. These records are treated as “Absent” in API calculations.
- (F) Test not complete due to student illness
- (L) Enrolled after first day and was tested
- (M) Took some tests but moved before these tests were administered
- (P) Not tested by parent/guardian request
- (T) Enrolled during testing and tested at previous school
- (Z) Tested but marked no answers

■ STAR Program Modifications Codes

The “Matrix of Test Variations, Accommodations and Modifications” is provided on the STAR Program Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

- (N) Student used a dictionary
- (Q) Student used a calculator
- (R) Student used an arithmetic table
- (S) Student used math manipulatives
- (T) Student used word processing software with spell and grammar check tools enabled
- (U) Student dictated responses to a scribe that provided all spelling and language conventions
- (V) Student used assistive device that interfered with the independent work of the student
- (W) Student used an unlisted modification

■ STAR Program Accommodations/Modifications Codes

These can be either accommodations or modifications, depending upon which test is taken. If the CST in ELA, California Achievement Test, Sixth Edition Survey (CAT/6 Survey) Reading, CAT/6 Survey Spelling, or CST Writing Test

shows one or both of these codes, it is considered a modification. For all other tests, it is considered an accommodation.

- (O) Test examiner used Manually Coded English or American Sign Language to present test questions to student
- (P) Test examiner read test questions aloud to the student or used audio CD
This code definition changed in 2008 to “Student used an audio CD.”
- (Z) Student heard test examiner read test questions or text in Writing Prompt aloud (audio CD presentation not used)
This code definition was added in 2008.

Special Testing Conditions Code

- (Y) Questions read aloud
This code definition changed in 2008 to “Document replaces a lost or destroyed answer document.”

■ Irregularities

- There were adult testing irregularities (Box A1-Scoring Use Only-Row 1)
- There was inappropriate test preparation (Box A1-Scoring Use Only-Row 1)

Special Testing Conditions Code

- (C) Student observed cheating

■ CAHSEE Codes (Grade Ten Census Only)

CAHSEE Codes and Inclusions/Exclusions for AYP

Codes	Included in AYP Calculations			
	Enrolled First Day of Testing	Tested	Valid Scores	Percent Proficient
(A) Absent	Yes	No	No	No
(C) Score invalidated (cheating)	Yes	Yes	Yes	No
(E) Not tested due to significant medical emergency	No	No	No	No
(H) Pending (on hold or cancelled)	Yes	Yes	Yes	No
(I) Modified (modification used)	Yes	No*	No*	No*
(M) Moved in	No	No	No	No
(N) Not passed	Yes	Yes	Yes	No
(P) Passed	Yes	Yes	Yes	Yes, with scale score of 380 or above*
(R) Previously satisfied requirement	No	No	No	No
(X) Not attempted	Yes	No, unless items attempted	No	No
(T) Tested before	No	No	No	No
(Z) Not attempted (0 responses)	Yes	Yes	Yes	No

* Exception: Pending approval by the ED, a SWD with a CAHSEE Code I (modification used) who used a calculator on CAHSEE mathematics will be counted as tested and in the number of valid scores. The student's score will be counted as proficient if the scale score was 388 or above for the February or March administration or was 385 or above for the May administration.

CAHSEE Matching Rules

CAHSEE census and makeup records have the following matching rules.

- **Rule 1: Same CDS Code; No Matching SSID**

A make-up record with no matching census record for the same CDS code is treated as a census record at the school level.

- **Rule 2: Same District; Different School; No Matching SSID**

A make-up record with no matching census record for the same district is treated as a census record at the district level.

- **Rule 3: Same District; Two Different Schools; Same SSID**

A tested make-up record from School B is matched with an untested census record at School A in the same district. The untested census record is dropped from School A and the make-up record is counted as March census at School B. No district adjustment is needed.

- **Rule 4: Two Different Districts; Same SSID**

A make-up record from District E is matched with an untested census record at a District F. The untested census record is dropped from District F (and from the District F school) and the make-up record is counted as March census at District E (and at the District E school). Both district and school level adjustments are made.

CST in General Mathematics

The CST in general mathematics is administered to students in grades eight and nine. However, the test is based on grades six and seven state content standards. API calculations are adjusted to account for this difference. However, this adjustment is not made in AYP calculations.

CMA

For 2008 AYP, pending official approval by the ED, CMA results in grades three through five will be counted as tested but will not be included in percent proficient calculations.

School Accountability

Identification of Schools for PI

The NCLB Act of 2001 requires that all schools annually meet AYP criteria. Schools that receive Title I, Part A, funds will be identified for PI if they do not meet AYP criteria for two consecutive years in specific areas. The PI requirements of NCLB do not apply to schools that do not receive Title I, Part A, funds. NCLB requirements for PI schools can be found on the PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

LEAs have the primary responsibility to identify PI schools and to notify parents or guardians of students enrolled in the school of the school's PI status. LEAs should identify Title I schools as either PI or not PI based on 1) the September 4, 2008, AYP results, 2) the 2008-09 PI identification criteria shown in the table below, and 3) the examples on the following page. The 2008-09 PI status of schools (and LEAs) based on 2007 and 2008 AYP results may be confirmed by consulting the 2008-09 PI Report on September 4, 2008.

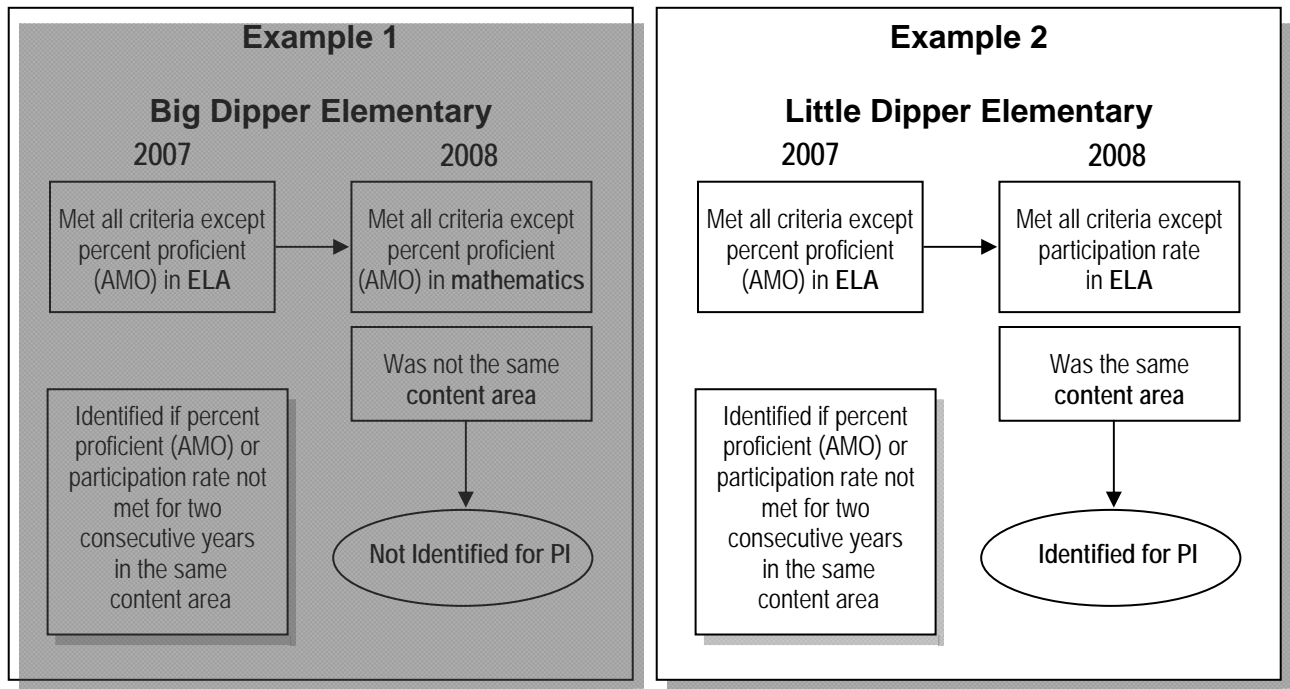
There is no distinction between a Targeted Assistance School (TAS) and a Schoolwide Program (SWP) school in PI identification. The following table shows the 2008-09 PI identification criteria for Title I schools.

2008-09 PI Identification Criteria for Title I Schools

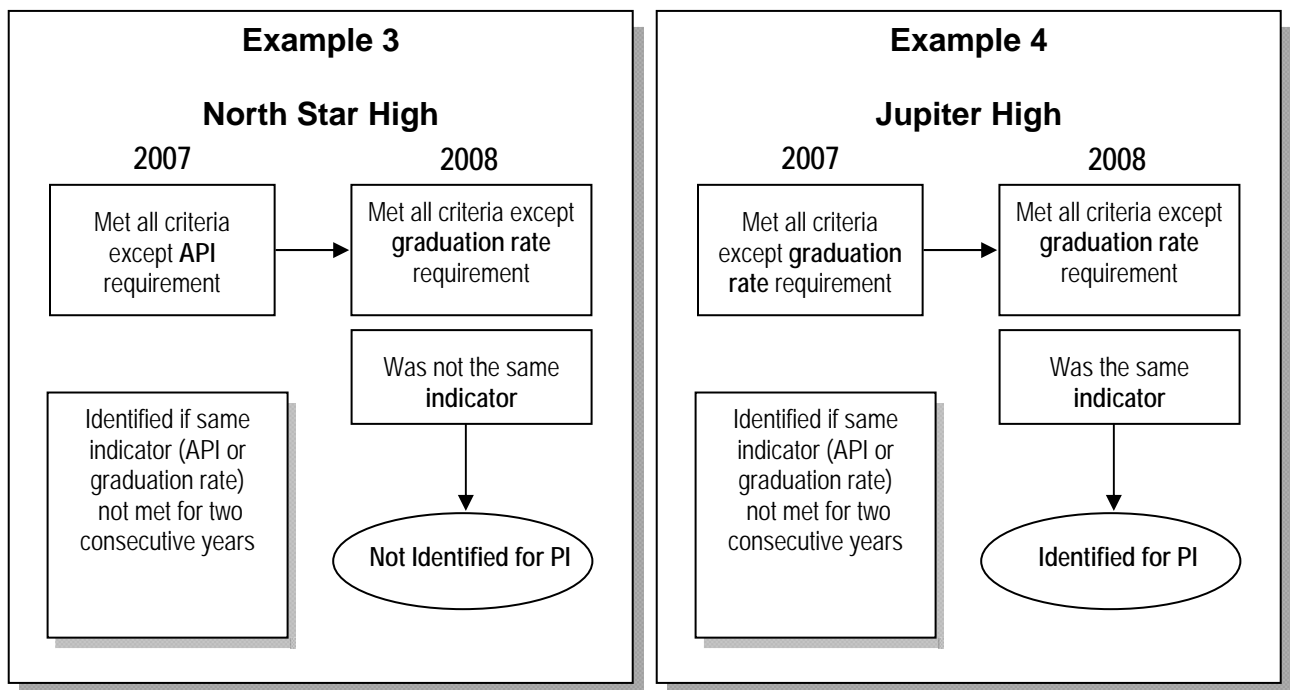
<p>A Title I school will be identified for PI when, for each of two consecutive years, the school:</p>	<ul style="list-style-type: none"> Does not make AYP in the same content area (ELA or mathematics) (schoolwide or any numerically significant subgroup) - OR - Does not make AYP on the same indicator (API or graduation rate) (schoolwide)
--	---

Four Examples of PI Identification of Title I Schools

Content Area



Indicator



Schools Already in PI

Three options for schools that have been identified for PI are as follows:

■ Advancing in PI

A school that begins the school year in PI and does not meet all AYP criteria for that school year will advance to the next year of PI. For example, a school that implemented Year 1 of PI during the 2007-08 school year and did not meet all 2008 AYP criteria will advance to Year 2 of PI during 2008-09. This school must continue the interventions that began during Year 1 and begin those interventions required in Year 2.

■ Maintaining PI Status

A school that begins the school year in PI and meets all AYP criteria for that school year will maintain the same PI status for the next school year. For example, a school that implemented Year 1 of PI during the 2007-08 school year and met all 2008 AYP criteria will maintain Year 1 of PI during 2008-09. This school must continue to offer the interventions begun during Year 1.

■ Exiting PI

A school will exit PI if it makes AYP for two consecutive years. A school exiting PI will not be subject to Title I corrective actions or other NCLB sanctions. For example, a school that was in PI during the 2007-08 school year and met all 2007 and 2008 criteria will exit PI during 2008-09.

LEA Accountability

Identification of LEAs for PI

NCLB Section 1116 (c)(3) requires the CDE to annually review the performance of each LEA receiving Title I, Part A, funds. The CDE must then identify for PI any LEA that has not made AYP for two consecutive years in specific areas. The requirements of NCLB to identify LEAs for PI do not apply to LEAs that do not receive Title I, Part A, funds. NCLB requirements for PI LEAs can be found on the PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

Currently, school districts, direct funded charter schools, and COEs are LEAs that are eligible to receive Title I, Part A, funds. However, single school districts and direct funded charter schools are treated as schools (not as LEAs) for AYP and PI identification purposes. For these school districts and charter schools, refer to information about school PI identification on pages 62 to 64. PI information for LEAs is included in the 2008-09 PI reports released on September 4, 2008.

2008-09 PI Identification Criteria for Title I LEAs

<p>An LEA receiving Title I, Part A, Basic funds will be identified for PI status when, for each of two consecutive years, the LEA:</p>	<ul style="list-style-type: none"> • Does not make AYP in the same content area (ELA or mathematics) AND does not meet AYP criteria in the same content area in each grade span (grades two through five, grades six through eight, and grade ten) - OR - • Does not make AYP on the same indicator (API or graduation rate for high school students)
---	---

LEA PI Identification Alternative Methods

New for 2008, pending official approval by the ED, LEA PI identification will use alternative methods for grade spans. The CDE will use the same alternative methods when calculating AYP at the grade span level as it uses in determining whether or not a school or an LEA has made AYP. These will include:

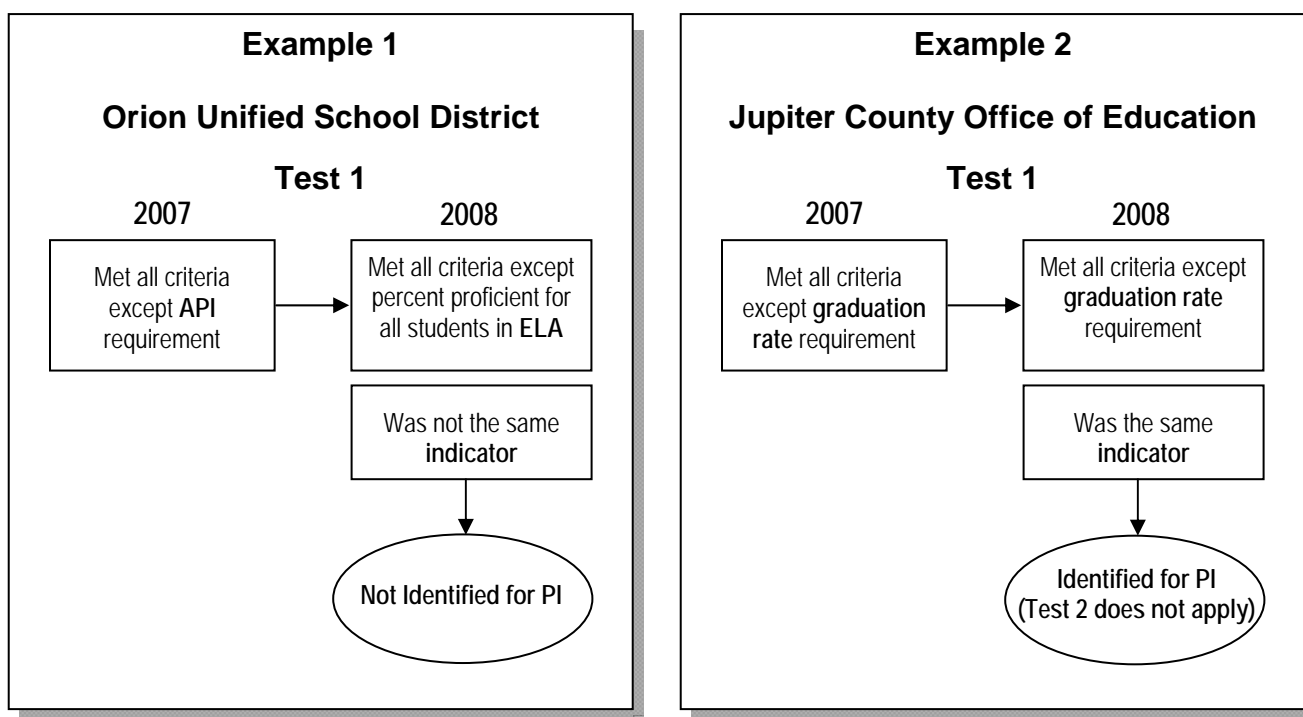
- **SH = Passed by Safe Harbor:** The application of safe harbor for both grade spans and numerically significant subgroups within grade spans. A confidence interval of 75 percent is applied to safe harbor calculations.
- **CI = Passed using confidence intervals:** The use of a 99 percent confidence interval in the overall AYP determination for grade spans with fewer than 100 valid scores, but not for numerically significant subgroups within grade spans with fewer than 100 valid scores.

- **Y2 = Passed by using 2-year average:** The use of two-year averaging in determining whether or not a grade span or numerically significant subgroup within a grade span has met the participation rate or the percentage proficient or above criteria.
- **Y3 = Passed by using 3-year average:** The use of three-year averaging in determining whether or not a grade span or numerically significant subgroup within a grade span has met the participation rate or the percentage proficient or above criteria.

Four Examples of PI Identification of Title I LEAs

Identifying LEAs for PI is a two-step test. First, Test 1 is applied. Under Test 1, achievement data of LEAs that receive Title I funds are aggregated to the LEA level to determine which LEAs missed AYP in the same content area or on the same additional indicator for two consecutive years. LEAs that made all AYP criteria or missed criteria for different content areas or indicators over two consecutive years would not be identified for PI, as shown in example 1. In this case, Test 2 would not apply. LEAs that missed criteria for the same additional indicator for two consecutive years are identified for PI, as shown in example 2. In this case, Test 2 also would not apply.

Indicator

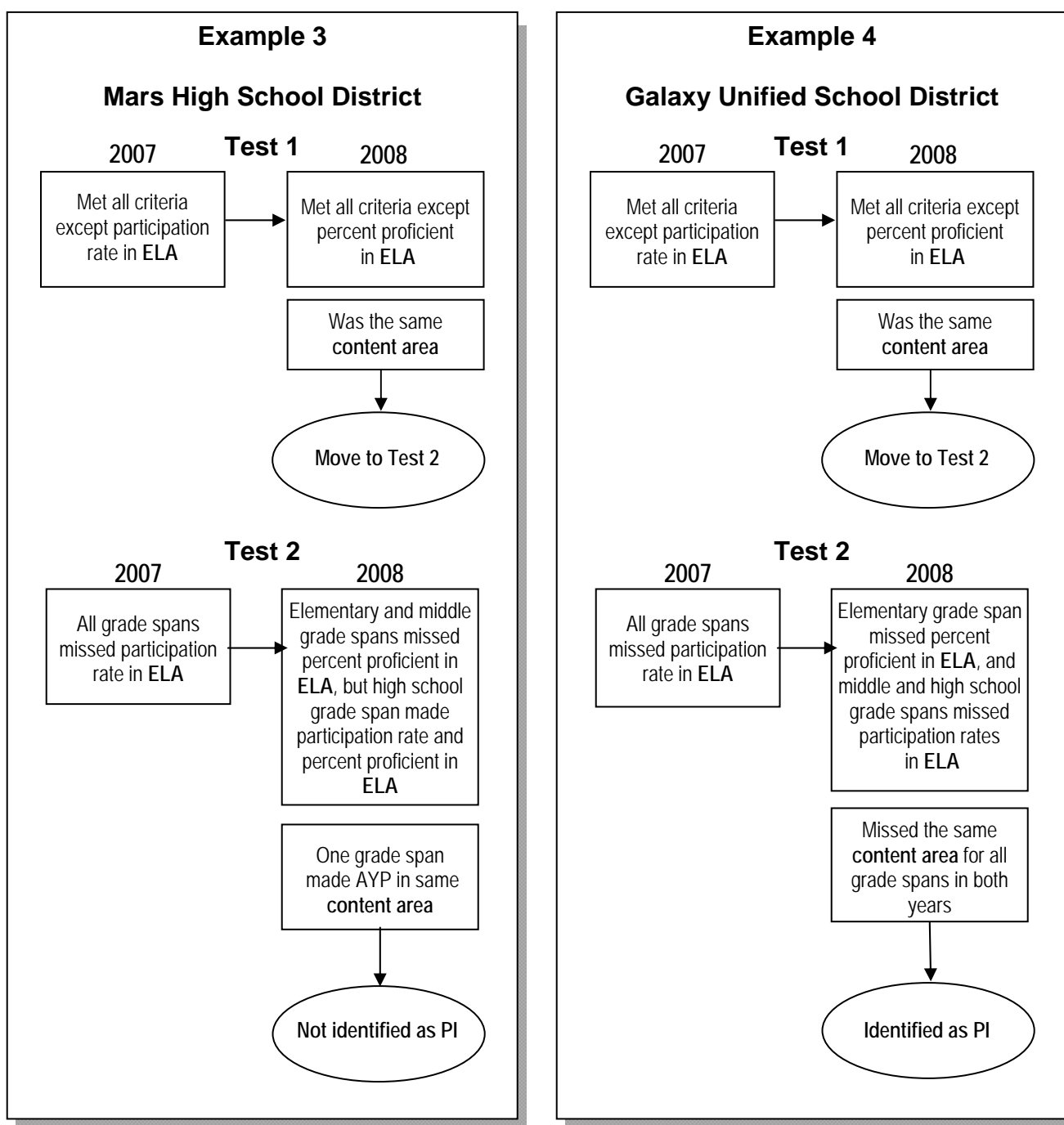


Examples 1 and 2 show LEAs that did not require Test 2. The following page, however, shows examples 3 and 4 in which Test 2 is applied. Example 3 illustrates an LEA that missed the same content area (ELA) for two consecutive years. In this case, the process moves from Test 1 to Test 2. Under Test 2, the LEA results are disaggregated

by grade spans. LEAs that missed some content area criteria, but not for all grade spans, over two consecutive years are not identified for PI, as shown in example 3. LEAs that missed the content area criteria are identified for PI if **all** grade spans missed AYP in the same content area for two consecutive years, as shown in example 4.

The AMO targets for grade spans two through five and six through eight are the same as those used for elementary and middle schools (shown on page 29). The AMO targets for grade ten are the same as those used for high schools (shown on page 29).

Content Area



The following two tables summarize the results of example 4:

Example 4 LEA PI Identification Summary

Test 1: Overall LEA Performance		
Year	Met AYP for ELA	Met AYP for Mathematics
2007	No	Yes
2008	No	Yes

The LEA missed AYP for two consecutive years in ELA. Proceed to Test 2.

Test 2: Grade Span Performance			
Year	Grade Level	Met AYP for ELA	Met AYP for Mathematics
2007	Grades 2-5	No	Yes
	Grades 6-8	No	No
	Grade 10	No	Yes
2008	Grades 2-5	No	Yes
	Grades 6-8	No	No
	Grade 10	No	Yes

All grade spans missed AYP in ELA for two consecutive years. Therefore, the LEA is identified for PI because the LEA and all grade spans missed AYP for two consecutive years in ELA. (If the “Met AYP for ELA” column had “Yes” for one or more grade spans, the LEA would not be identified for PI.)

LEAs Already in PI

Similar to schools identified for PI, LEAs that are identified for PI have three options: advancing in PI, maintaining PI status, and exiting PI. The grade span criteria only is applied when initially identifying LEAs for PI and is not applied when determining if LEAs advance in their PI status, maintain their PI status, or exit PI.

■ Advancing in PI

An LEA that begins the school year in PI and does not meet all AYP criteria for that school year will advance to the next year of PI status. For example, an LEA that implemented Year 1 of PI during the 2007-08 school year and did not meet all 2008 AYP criteria will advance to Year 2 of PI during 2008-09. This LEA must continue to implement the plan developed in Year 1.

■ **Maintaining PI Status**

An LEA that begins the school year in PI and meets all AYP criteria for that school year will maintain the same PI status for the next school year. For example, an LEA that implemented Year 1 of PI during the 2007-08 school year and met all 2008 AYP criteria will maintain Year 1 status during 2008-09. This LEA must continue to implement the plan developed in Year 1.

■ **Exiting PI**

An LEA will exit PI if it makes AYP for two consecutive years. An LEA exiting PI will not be subject to Title I corrective actions or other NCLB sanctions.

School and LEA Accountability

Breaks in Title I Funding

Normally, schools and LEAs receive Title I, Part A, federal funding on a continual basis to meet the educational needs of low-achieving students in California's highest-poverty schools. However, occasionally, schools or LEAs may have a break in this funding and regain funding in a subsequent year. During the break in funding, the school or LEA is considered as not in PI and is not required to continue PI activities.

The Accountability Workbook included proposed amendments for 2008 to address the status of PI schools or LEAs with a break in Title I funding. Beginning with the 2008-09 PI reports, pending official approval by the ED, a school or an LEA that regains Title I, Part A, funding after a break will retain its same PI status prior to the break. This rule is applicable for up to three years only, unless the school or LEA makes AYP for two consecutive years during the period without funding.

Four examples of this policy are provided on the next two pages. Each example shows a school or an LEA that has a Year 1 PI status before a break in funding. However, the school or LEA may be "Not in PI" or in any year of PI, years 1-5, prior to a break in funding. In the examples, a school or an LEA that does not receive Title I funding is shown as "Not T1" under the PI status column.

Four Examples of Breaks in Title I Funding

Example 1

One Year Break in Title I Funding, Does Not Make AYP

AYP Year	Title I Funded	Scenario 1	Scenario 2	Scenario 3	PI Status
		Made AYP	Made AYP	Made AYP	
2007	Yes	No	No	No	Not in PI
2008	Yes	No	No	No	Year 1
2009	No	No	Yes	No	Not T1
2010	Yes	No	No	Yes	Year 1




Same PI status as before break in funding

Example 1 shows a school or an LEA that had a one year break in Title I funding and three possible scenarios of not making AYP. The school did not make AYP for both or either of two years.

Example 2**Two Year Break in Title I Funding, Does Not Make AYP**

AYP Year	Title I Funded	Scenario 1	Scenario 2	Scenario 3	PI Status
		Made AYP	Made AYP	Made AYP	
2007	Yes	No	No	No	Not in PI
2008	Yes	No	No	No	Year 1
2009	No	No	Yes	No	Not T1
2010	No	No	No	Yes	Not T1
2011	Yes	No or Yes	No or Yes	No	Year 1

Same PI status as before break in funding



Example 2 shows a school or an LEA that had a two year break in Title I funding and three possible scenarios of not making AYP. Examples 1 and 2 show that a school or an LEA that does not make AYP for two consecutive years would retain its same PI starting status once it again receives Title I funding, regardless of the starting status. Therefore, a school in Year 2 PI status prior to a break in funding would regain its same Year 2 status upon regaining funding; a school in Year 3 PI status would regain its same Year 3 status; and so on.

Example 3**One Year Break in Title I Funding, Makes AYP**

AYP Year	Title I Funded	Scenario 1	PI Status
		Made AYP	
2007	Yes	No	Not in PI
2008	Yes	No	Year 1
2009	No	Yes	Not T1
2010	Yes	Yes	Not in PI

Exits PI



Example 3 shows a school or an LEA that had a one year break in Title I funding and made AYP for two consecutive years.

Example 4**Two Year Break in Title I Funding, Makes AYP**

AYP Year	Title I Funded	Scenario 1	Scenario 2	PI Status
		Made AYP	Made AYP	
2007	Yes	No	No	Not in PI
2008	Yes	No	No	Year 1
2009	No	Yes	No	Not T1
2010	No	Yes	Yes	Not T1
2011	Yes	No	Yes	Not in PI

 Exits PI

Example 4 shows a school or an LEA that had a two year break in Title I funding and two possible scenarios of making AYP. Examples 3 and 4 show that a school or an LEA that makes AYP for two consecutive years would exit PI upon receiving Title I funding, regardless of the starting status.

A school or an LEA with a lapse in funding of three years or longer would begin with a designation of Not in PI once it receives Title I funding, regardless of the PI status prior to the break in funding.

Changes to PI Status

Each year, various data review and correction processes are provided for LEAs to correct demographic data errors that occur as part of statewide testing and the subsequent reporting of accountability data. The CDE revises the accountability reports after it receives demographic corrections from the test publisher. In addition, updates and corrections to accountability reports also occur due to other reasons, such as late testing by LEAs, appeal decisions, or other testing and accountability processes. The following describes regularly scheduled updates to the PI status information for 2008-09:

October 2008

AYP reports updated to incorporate STAR Program data changes for late testing LEAs, CAHSEE data corrections made in August, appeal and exception decisions, and CAPA reallocations

PI status information updated following revision of AYP reports

February 2009 AYP reports updated to incorporate data corrections made through the test contractor

PI status information updated following revision of AYP reports

Some schools or LEAs may be identified for PI after the September 4, 2008, release. In these cases, the school or LEA must immediately implement the required PI activities. In addition, the school or LEA will advance to the next year of PI in the 2009-10 school year if it does not make AYP in 2009.

California Department of Education

Contacts and Related Internet Pages

Topics	Contact Offices	Web Pages
PSAA and NCLB Title I Accountability <ul style="list-style-type: none"> NCLB Title I and Title III Accountability Requirements; AYP Appeals; Accountability Workbook; and ASAM API and AYP Calculations API Awards Programs 	Policy and Evaluation Division 916-319-0869 psaa@cde.ca.gov Evaluation, Research, and Analysis Unit 916-319-0875 evaluation@cde.ca.gov amao@cde.ca.gov asam@cde.ca.gov Academic Accountability Unit 916-319-0863 aau@cde.ca.gov Awards Unit 916-319-0866 awards@cde.ca.gov	http://www.cde.ca.gov/ta/ac/pa/ http://www.cde.ca.gov/ta/ac/ay/ http://www.cde.ca.gov/nclb/sr/sa/wb.asp http://www.cde.ca.gov/ta/ac/t3/ http://www.cde.ca.gov/ta/ac/am/ http://www.cde.ca.gov/api/ http://www.cde.ca.gov/ayp/ http://www.cde.ca.gov/ta/ac/pa/awards.asp
Statewide Assessments <ul style="list-style-type: none"> STAR Program – CST, CAT/6 Survey, CMA, and CAPA CAHSEE 	Standards and Assessment Division 916-445-9441 sad@cde.ca.gov Standardized Testing and Reporting Office 916-445-8765 star@cde.ca.gov High School Exit Exam Office 916-445-9449 cahsee@cde.ca.gov	http://www.cde.ca.gov/ta/tg/ http://www.cde.ca.gov/ta/tg/sr/ http://www.cde.ca.gov/ta/tg/sr/cmastar.asp http://www.cde.ca.gov/ta/tg/sr/capa.asp http://www.cde.ca.gov/ta/tg/hs/
NCLB Title I, and PI <ul style="list-style-type: none"> NCLB Requirements for PI and Technical Assistance for Schools in Years 1 and 2 of PI Technical Assistance for Schools in Years 3 Through 5 of PI 	Accountability and Improvement Division 916-319-0926 Title I Policy and Accountability Office 916-319-0854 pi@cde.ca.gov District and School Program Coordination 916-319-0833 dspcunit@cde.ca.gov	http://www.cde.ca.gov/nclb/ http://www.cde.ca.gov/ta/ac/ti/programimprov.asp

Topics	Contact Offices	Web Pages
<ul style="list-style-type: none"> • Technical Assistance for LEAs in PI 	Intervention Assistance Office intervenenet@cde.ca.gov Syma Solovitch 916-319-0476	
Low Performing Schools <ul style="list-style-type: none"> • High Priority Schools Grant Program (HPSGP) • Immediate Intervention/Underperforming Schools Program (II/USP) • Comprehensive School Reform (CSR) • School Assistance and Intervention Teams (SAIT) 	Accountability and Improvement Division 916-319-0926 High Priority Schools Office 916-324-3236 High Priority Schools Office 916-324-3236 High Priority Schools Office 916-324-3236 Intervention Assistance Office intervenenet@cde.ca.gov 916-319-0836 Judy Sinclair 916-324-3350	http://www.cde.ca.gov/ta/lp/ http://www.cde.ca.gov/ta/lp/hp/ http://www.cde.ca.gov/ta/lp/iu/ http://www.cde.ca.gov/ta/lp/cs/ http://www.cde.ca.gov/ta/lp/sm/
Special Education Programmatic Issues Related to Assessment	Special Education Division Assessment, Evaluation, and Support Office 916-445-4628	http://www.cde.ca.gov/sp/se/
Graduation Rate for NCLB and Corrections of Enrollment, Dropout, and Graduate Data	Data Management Division Educational Demographics 916-327-0219 eddemo@cde.ca.gov	http://dq.cde.ca.gov/dataquest/ http://www.cde.ca.gov/ds/si/ds/certpolicy.asp
Charter Schools Issues	Charter School Division 916-322-6029 charters@cde.ca.gov	http://www.cde.ca.gov/sp/cs/

Acronyms

AAU	Academic Accountability Unit
AMAO	Annual Measurable Achievement Objective
AMO	Annual Measurable Objective
API	Academic Performance Index
APR	Accountability Progress Reporting
ASAM	Alternative Schools Accountability Model
AYP	Adequate Yearly Progress
CAHSEE	California High School Exit Examination
CAPA	California Alternate Performance Assessment
CAT/6 Survey	California Achievement Test, Sixth Edition Survey
CBEDS	California Basic Educational Data System
CDE	California Department of Education
CD Code	County-District Code
CDS Code	County-District-School Code
CELDT	California English Language Development Test
CMA	California Modified Assessment
COE	County Office of Education
CST	California Standards Test
EC	<i>Education Code</i>
ED	U.S. Department of Education
EL	English Learner
ELA	English-language Arts
ERA	Evaluation, Research, and Analysis Unit
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Educational Agency
NCES	National Center for Education Statistics
NCLB	No Child Left Behind Act
NPR	National Percentile Rank
NRT	Norm-referenced Test

NSLP	National School Lunch Program
NSS	Numerically Significant Subgroup
PED	Policy and Evaluation Division
PI	Program Improvement
PSAA	Public Schools Accountability Act
RFEP	Reclassified Fluent-English-Proficient
SBE	State Board of Education
SSID	Statewide Student Identifier
STAR Program	Standardized Testing and Reporting Program
STC	Special Testing Conditions
SWD	Students with Disabilities
SWP	Schoolwide Program
TAS	Targeted Assistance School